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ABSTRACT

This manual for a program to teach parents of handicapped children to participate in their children's career education consists of a facilitator's manual, a parent training program, and a parent information packet. The facilitator's manual contains an overview of the program with specific directions for conducting the lectures, discussions, and small group activities that are to take place at each of the program's four, ninety-minute group sessions. A workshop planning guide, pre- and posttests, a parent reaction questionnaire, and evaluation forms are also included. The four components of the parent training program contain behavioral objectives, learning activities, transparencies, and printed materials on the theory of career education, how parents can support their child's education in school, how parents can enhance their child's development at home, and how they can enhance their child's transition to community life. Information on the goals and rationale on the program is provided in the parent information packet along with supplementary and resource materials on such topics as legal rights of the handicapped, teaching hints, goal setting, jobs found within occupational clusters, questions to ask when considering a job, and steps for effective job/skill/interest matching. (MN)

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CE 027 612

MOM AND DAD CAN HELP: PARENTS' ROLE IN CAREER EDUCATION FOR THE HANDICAPPED CHILD

An Information Program for Parents

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EDUCATION & WELFARE
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SFV and GDM
September 1980

MOM AND DAD CAN HELP: PARENTS' ROLE IN CAREER EDUCATION FOR THE HANDICAPPED CHILD

SECTION I

FACILITATOR'S MANUAL

Contains an overview of the total program with specific directions for conducting the training sessions.

SECTION II

PARENT TRAINING PROGRAM

Contains the information and materials needed for each training session.

SECTION III

PARENT INFORMATION PACKET

Includes reading materials, supplementary information and resources for parent use.

MOM AND DAD CAN HELP: PARENTS' ROLE IN CAREER EDUCATION FOR THE HANDICAPPED CHILD

SECTION I

FACILITATOR'S MANUAL

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A PARENT EDUCATION PROGRAM

Historically, parents of handicapped students have not been involved in the career exploration and/or selection process for their children, primarily because of the extremely limited educational options available. With the passage of P.L. 94-142, parents are involved in the educational planning for their children via the Individual Educational Program (IEP). This involvement in the development of the IEP provides an opportunity for parents to be more directly involved in the career education decision-making process for their children. Parents need information and resources in order to understand their role and to effectively help in the career exploration, selection, and placement process.

Purpose of the Program

This model parent education program is intended for use by special and vocational education teachers in working with and guiding parents of the handicapped.

This model has three basic assumptions about parents and the parents' role in education:

1. Parents care more about their children than the school does.

2. Parents have a right to know about and be involved in their child's educational program.

3. Parents can be effective teachers.

The effectiveness of parent education programs is, in large part, determined by the attitude of the educator in working with parents. The three assumptions for the program provide an orientation for the educator in working effectively with parents of handicapped students.

Description of the Program

The program is designed to be delivered in four (4) group sessions, each approximately 90 minutes in length. The method of presentation will be lecture, small group activities, and discussion. Specific directions are provided within each component. A general guide for planning workshop sessions is included in Appendix A of this manual. The guide is designed to assist the facilitator in arranging for inservice activities and evaluating their success.

COMPONENT I

WHAT IS CAREER EDUCATION?

Goal

Participating parents of handicapped students will demonstrate an increase in their knowledge of career education and its role.

Objectives

At the conclusion of this session, the participants will:

1. Understand the definition of career education and the rationale for its existence.
2. Understand the basic theory of career education as a developmental process.
3. Understand individual career education needs and the importance of setting long-range goals.

Description

A parent education program must operate under the premise that the parents will become active partners in their child's career education. If this premise were to occur, parents must have a working knowledge of what career education is. The objectives include knowledge of a conceptual definition of career education, basic theories of learning and career development, the long and short term goals of career education, career education's relationship to employment, and career education's relationship to the handicapped.

Providing parents with a basic overview of career education serves as a fundamental component of the parent education program. The remaining subsections of the progam apply this basic framework to information of a more specific and pragmatic nature. The overview is intended as the initial step in helping parents establish goals for themselves and their children. Parents become most effective in their roles as advocate, teacher, and model in the career development process after having established these goals.

This component provides parents with an understanding of the career education program being provided in their child's school, including such things as areas of emphasis, the delivery model, sample activities, and the expected outcomes.

COMPONENT II

HOW CAN PARENTS SUPPORT THEIR CHILD'S EDUCATION IN SCHOOL?

Goal

To provide parents of handicapped individuals with information related to their role in supporting their child's education in the schools.

Objectives

The participants will receive information and knowledge:

1. To enable them to become more effective advocates for their child.
2. Concerning federal and state legislation which is relevant to the education and placement of their special needs student.
3. To aid them in making a positive contribution to their child's career development in school.

Description

One of the roles the parents of the exceptional child assumes is that of the advocate. The parent assumes this role when he or she actively supports the child's education in school. This component provides parents information which should enable them to be more effective advocates.

One important point is that the role of advocate is not synonymous with opposition to school programs. The function of the advocacy role is to ensure the best interests of the child are being considered. The best interests of the child may most often be served by close cooperation between the parents and the schools. The initial aspect of this component is to reiterate the rationale for the parents' commitment to their child's education and, in particular, his or her career development.

The second part of this component of the program is to provide parents with information concerning federal and state legislation which is relevant to the education and placement of handicapped individuals. This information is extremely important in protecting the parents' right to ensure an appropriate education for their child. This includes, in particular, information about P. L. 94-142, *Education of All Handicapped Children Act of 1975*, and P.L. 94-482, *Vocational Education Amendment of 1976*, as they relate to identification procedures, the IEP, and due process procedures, and knowledge pertaining to the rights of the child and of the parents, as outlined in Section 504 of P.L. 93-112, *Section 504, Vocational Rehabilitation Act,* as it relates to schools, and legislation such as the Family Education Rights and Privacy Act which pertains to the school's records.

The purpose of this objective is to provide parents with the information necessary to allow them to ask for and receive services which are consistent with the requirements of the law and the unique needs of their child. Although this information may appear to threaten the school, it should not. A policy of keeping the parents uninformed is never a wise one. In the long run, such a policy can lead to parent misunderstanding and hostility towards the school.

The third section is directed toward providing parents with knowledge which aids them in making a positive contribution to their child's career development in school. The information addresses the parents' participation in educational staffings and parent-teacher conferences, including basic information about:

-- staffing procedures

-- identification of the parents' responsibilities and potential contributions to the staffing

-- specific suggestions to aid parents in observing their child

-- reporting this information

-- identifying their child's needs

-- suggesting accommodations

--defining career education goals for their child

COMPONENT III

HOW CAN PARENTS ENHANCE THEIR CHILD'S CAREER DEVELOPMENT AT HOME?

Goal

To provide parents with information, resources and skills which will help them enhance their handicapped child's career development at home.

Objectives

The participants will gain skills in:

1. Setting realistic goals for their child.
2. Using modeling techniques in teaching their child basic skills.
3. Developing activities which will relate everyday events to careers.

Description

As the primary significant other, parents make a major contribution to the education and socialization of their child through the home environment. Parents have the earliest and the most numerous contacts with their child. They assume two important roles in their child's development. They serve first as a model for their child and secondly as a teacher.

Parents serve as the initial model for nearly all of the behaviors of their children. Children receive their first stimulation for speech and communication from their interactions with parents. Likewise, parents provide a model for a child through their occupations and their work-related attitudes, values, and habits. It is important for parents to realize that the model they establish plays an important role in the future decisions of their child.

Parents also serve as the first teacher for their children. They provide the stimulation and parameters in which learning occurs. Parents control the environment for young children and control it to a lesser extent as the child matures. Basic life skills and attitudes are taught by parents through both modeling and actual training. Parents, then, play the initial role as teachers in the career development process through the establishment of these life skills and attitudes.

A key element in the success of parents in fulfilling these roles is the establishment and use of clear goals for their child. An emphasis of this component is to review and apply the description of career education presented through the initial component to setting goals for their child. A second emphasis is on providing parents with a knowledge of how to structure for success, how to apply behavioral techniques, and how to determine if they have been effective. The third emphasis is to provide parents with specific strategies, techniques, and activities designed to meet career development goals. These activities should allow parents to be initially successful with teaching career development and also provide a model which they may use in developing further activities.

COMPONENT IV

HOW CAN PARENTS ENHANCE THEIR CHILD'S TRANSITION TO COMMUNITY LIFE?

Goal

To provide parents of handicapped students with information related to their role in supporting their child in the job selection and procurement process.

Objectives

The participants will gain skills in:

1. Identifying available jobs and the services available to aid employment.
2. Identifying the skills in which the employer is interested.
3. Identifying their child's assets and presenting them to a potential employer.

Description

The efforts of the school and the parents are, or should be, directed toward maximizing the handicapped individuals' career success. Career education receives its first real empirical test with the job selection and procurement process. Traditionally, the schools have not played a major role in the transition of the student from school to work; therefore, the handicapped adolescent and his or her parents are virtually left to their own resources in selecting and procuring a job.

This component of the program seeks to serve two purposes. First, it seeks to provide information to aid parents in supporting their son or daughter in selecting and procuring a job and living independently. Secondly, it relates the goals of the previous components to the culmination of the process. Information is provided under the following topics:

-- legal civil rights

-- job selection and procurement

-- services and resources available in the community

-- transportation

-- participation in leisure activities

-- civic responsibilities

CONSIDERATIONS IN WORKING WITH PARENTS

There are some basic tenets to consider when dealing with the adult in educational programs. Parents enter educational experiences with apprehension and a number of concerns. A list of possible considerations of parents are listed below (Vasa & Steckelberg, 1980):

... Parents have set habits and philosophies about child rearing.
... Parents are people who have pride.
... Parents of the handicapped have developed a certain amount of resistance to suggestions from authorities.
... Parents have other interests and responsibilities.
... Parents are often bewildered by all of the options available to them.
... Parents have frustrations and concerns about services previously rendered to their children.
... Parents are suspicious of the school and its functions.
... Parents have a limited amount of free time for inservice education.
... Parents can assimilate a limited amount of information which is contrary to their individual philosophies.
... Parents can change.
... Parents have creative ideas and experiences.
... Parents are secretly afraid of failing in the rearing of their children.
... Parents are individuals who have developed behaviors consistent with their values, attitudes, and beliefs.
... Parents do not like to be talked down to or belittled for their failures.
... Parents have decisions to make and problems to solve.

When establishing rapport with participants, the facilitator may wish to consider the following suggestions:

... Welcome each participant. Be friendly. It is important for each person to feel comfortable.
... Introduce yourself and the participants to each other.
... Develop an atmosphere of mutual trust and encouragement among participants.
... Conduct your sessions in such a way that members feel they share common concerns. In an atmosphere of mutuality, participants feel accepted when they raise problems. They will also feel that they can learn from the experiences of other participants.
... Encourage positive interactions between the facilitator and the participants to insure their eagerness to take part in and contribute to each session.
... Rather than suggesting to a participant that his or her comment was "wrong," encourage participants with statements like, "That is a possibility," or "That's an interesting idea," and gently lead the participant to a preferable alternative. This can be done by reviewing the objective, referring to charts or transparencies or asking participants for suggestions.

... Arrange your training session room for effective communication. A semi-circle or circle is preferred. Rows of desks facing straight ahead are cold and uninviting.

... Provide consistent and frequent feedback to the participants. Be positive at all times.

... Be aware of participants' feelings and sensitivities.

... Summarize the goals and objectives at the end of each session. Relate your expectations for what each participant gained in information or skills.

... Define any activity, observations, or reading that you would encourage participants to do between training sessions.

SUPPLEMENTARY MATERIALS/PARENT INFORMATION PACKET

Supplementary materials are provided in the appendix following each component. These materials include transparencies, written materials for activities, and audiovisual materials which are designed to aid in the presentation of information. In addition, parents are provided a parent information packet which highlights the information presented in the training sessions, provides additional suggested activities, and provides a listing of additional resources and information.

EVALUATION OF TRAINING

Program evaluation is the last component of the program. Evaluation is undertaken for two reasons. First, the effectiveness of the program in meeting the stated objectives is evaluated. Secondly, the information obtained through the evaluation can provide helpful information for future planning decisions.

The goal of the program is to bring about a positive change in parents' knowledge, their performance, and their attitudes or behavior (e.g., concerning school, concerning child rearing). The evaluation, therefore, is designed to determine the effectiveness of the program in changing:

1. Parents' attitudes
2. Parents' knowledge
3. Parents' behavior
4. Child's behavior

A wide variety of dependent measures and measurement devices can be used in collecting such information. Table 1 lists a number of alternatives for data gathering under each of the four areas mentioned above. The exact means of collecting information should be chosen based on several factors including: cost, value of data collected, and the feasibility of carrying out the procedures.

A sample parent reaction questionnaire is included in Appendix D of this manual.

Table 1

Evaluation of Parent Education Program

Parameter	Dependent Measures	Data Gathering Techniques
Parents' increase in knowledge	Attainment of knowledge objectives (i.e., what is covered, parents' school relationships, parents' role in the home, etc.)	Pre-post assessment Observations Self-assessment scale Interviews Questionnaires
Parents' change in attitudes	Change in attitudes toward child rearing; change in attitude toward career; change in attitude toward school, etc.	Questionnaires Opinionnaires Rating scales Interviews
Parents' behavior	Involvement in education process (i.e., cooperation with the school-parent/child involvement	Attendance rosters Teacher observations Interaction analysis Anecdotal records Records of parent School contacts
Child's behavior	Increase in knowledge or performance in related areas (i.e., career options, values, attitudes, habits, decision making, etc.)	School attendance Test data IEP objectives Sociometrics Observations Teacher records

Source: Vasa, S. & Steckelberg, A. Parent programs in career education for the handicapped. Career Development for Exceptional Individuals. Volume 3, Number 2, Fall, 1980, pp. 74-82

INITIATING THE PROGRAM

In preparing to conduct the model parent program, the facilitator needs to arrange for the scheduling of the activities, make arrangements for physical facilities and amenities, and inform parents about the program. The program will require four, one and one-half hour sessions which should be scheduled over at least a one-month period to permit the parents the opportunity to carry out the accompanying activities. In arranging for the schedule, take into consideration other regular activities in which parents participate, so that conflict can be minimized. Scheduling activities in the evening frequently permits both parents to be in attendance.

Secondly, the physical facilities chosen for the location of the activity should permit small-group activities, be conducive to the utilization of audiovisual equipment, and be comfortable for the participants.

Thirdly, the training sessions should be publicized well in advance. A sample Initial Parent Contact letter and a flyer for promotion are included for your reference in Appendices B and C respectively.

APPENDIX A

WORKSHOP PLANNING GUIDE

Materials Needed

1. Participant Printed Materials. Prior to each session the facilitator should refer to the introductory page of each component for the printed materials to be reproduced. These materials will be found in the appendix at the end of each component and include worksheets and transparency masters.

2. Supplementary Participant Materials. The facilitator should locate and become familiar with the supplementary reading and resource materials located in the Parent Information Packet. Reference is made in each component to the appropriate reading for each session.

3. Outline of Presentation. The facilitator should locate the outline of each session on the title page of the component. The title page for each objective containing a transition statement and materials needed should also be read.

4. Pretest-Posttest. The facilitator should reproduce and familiarize himself or herself with the pretest-posttest before administering it. It is located in Appendix F.

Arrangements for Workshop

1. Human Comforts. The facilitator should arrange for refreshments, rest room facilities, adequate break time, proper heating and lighting, parking, and participant name tags.

2. Audiovisual. The facilitator should check the audiovisual equipment in advance of the session and be proficient in its use. The presentation should be made for the convenience of the audience and the size of the room.

3. Room Arrangement. The room arrangement should be appropriate for the presentation style chosen by the facilitator. The comfort level of the participants should be a consideration as well as the room location (e.g., Is it convenient to other facilities and away from work areas?).

APPENDIX B

SAMPLE INITIAL PARENT CONTACT LETTER

Dear ____________________________ (parent)

An exciting parent information program is being planned for you! The purpose of this program is to provide you with information and resources so that you may assist your child in making important career choices.

Some of the topics to be discussed will be:

1. How can parents become more involved with their child's formal education?
2. How can parents help their child gain essential daily living skills in the home?
3. How can parents aid their child in making a successful entry into the job market?

The program will take four sessions of approximately 90 minutes duration to present and will be held at ____________________ (name of school) on __________________________ (dates of sessions).

We believe that the information to be presented will be helpful to you in providing guidance and support for your child in the important decisions regarding career choices. We hope that you will take part in the program.

Please use the enclosed envelope to return the bottom portion of the letter to ___________________ (teacher) by ____________________ (date).

Sincerely,

______________ (teacher)

______________ (high school)

____ Yes, I would like to attend the training (information) sessions.

____ I am unable to attend the training sessions at this time, but would be interested at a later date.

____ No, I am not interested in the program.

I prefer ______________ day of the week for the sessions.

____
Signature

SAMPLE FLYER

WHERE???

(LIST SCHOOL)

(LIST ROOM)

(LIST ROOM NUMBER)

WHAT ? ? ?

A PARENT INFORMATION
PROGRAM

"HOW YOU, AS PARENTS, CAN
SUPPORT, TEACH AND ADVOCATE
FOR YOUR CHILD IN THE
CAREER EDUCATION PROCESS"

(The two pages of the flyer should be duplicated front and back and folded)

SAMPLE FLYER

WHEN???

(LIST DATES)

(LIST DAY OF THE WEEK)

(LIST TIME)

PURPOSE OF PROGRAM:

TO EXPLAIN WHAT CAREER EDUCATION IS ALL ABOUT

TO GIVE YOU INFORMATION ABOUT HOW YOU CAN SUPPORT YOUR CHILD'S EDUCATION IN SCHOOL

TO SHOW YOU WAYS THAT YOU CAN ENHANCE YOUR CHILD'S CAREER DEVELOPMENT AT HOME

TO GIVE YOU INFORMATION ABOUT WAYS YOU CAN SUPPORT YOUR CHILD IN THE JOB SELECTION AND EMPLOYMENT PROCESS

TO GIVE YOU INFORMATION ABOUT COMMUNITY RESOURCES AVAILABLE TO YOU AND YOUR CHILD

WHY???

PUBLIC LAW 94-142 PROVIDES PARENTS WITH THE OPPORTUNITY TO BE ACTIVELY INVOLVED WITH THE EDUCATIONAL PROGRAM OF THEIR CHILDREN.

SCHOOLS REALIZE WHAT A VALUABLE RESOURCE PARENTS ARE IN THE CAPACITY OF TEACHER AND MODEL FOR THEIR CHILDREN.

THIS TRAINING PROGRAM WILL:
(1) GIVE YOU SUGGESTIONS ABOUT HOW YOU CAN BE EFFECTIVE IN THIS ROLE.

(2) PROVIDE SUGGESTIONS FOR YOU TO IMPROVE THE SKILLS YOU ALREADY POSSESS.

(3) OFFER SUGGESTIONS AND INFORMATION WHICH WILL MAKE YOUR CHILD'S TRANSITION INTO THE WORK WORLD MORE SUCCESSFUL.

APPENDIX D

PARENT REACTION QUESTIONNAIRE

Location ____________________ Date ______________________

Last four digits of S.S. number __ __ __ __

DIRECTIONS: Please circle the number on the five-option continuum which indicates the intensity of your agreement or disagreement with each of the following statements:

EXAMPLE:

	Disagree		No Opinion		Agree
Teachers should do all their own typewriting.	[✓ 1]	2	3	4	5

	Disagree		No Opinion		Agree
1. The objectives of the inservice session were clearly met.	1	2	3	4	5
2. The presentations level of the inservice session was adequate for my present level of knowledge of the subject.	1	2	3	4	5
3. The location, surroundings, and accommodations were acceptable.	1	2	3	4	5
4. The materials and activities presented in the inservice session will be of value to me.	1	2	3	4	5
5. I felt free to discuss and ask about any matter concerning the content that I wished to pursue.	1	2	3	4	5
6. The inservice session covered approximately the amount of material I could absorb in the time allowed.	1	2	3	4	5

PARENT REACTION QUESTIONNAIRE (continued)

7. The information was sufficient regarding the following:

	Disagree		No Opinion		Agree
a. I have a better understanding of what career education is and what it can do for my child.	1	2	3	4	5
b. I have gained information concerning P.L. 94-142, the Individualized Educational Plan and my involvement with the school.	1	2	3	4	5
c. I have gained skills to help me in determining appropriate goals for my child.	1	2	3	4	5
d. I have learned techniques to teach and model essential life skills.	1	2	3	4	5
e. I have gained skills and been given resources to help my handicapped child make a positive transition to community life.	1	2	3	4	5

APPENDIX E

SCHOOL EVALUATION OF THE PARENT TRAINING PROGRAM

Key questions that facilitator must ask about program:

1. Did the training program change the knowledge of the parents?

2. How valuable did the participants perceive the training to be?

3. Have parents had more positive contacts with the school?

4. Have parents been successful in career development activities at home?

5. Have parents been more effective in capitalizing on community resources?

6. Has the career development of students been increased?

APPENDIX F

PRETEST AND POSTTEST

LOCATION____________________________ DATE________________________

LAST FOUR DIGITS OF SOCIAL SECURITY NUMBER _ _ _ _

DIRECTIONS: Please circle the number on the four option continuum which indicates the degree of knowledge you feel you have on each of the following topics.

EXAMPLE:

	Extensive Knowledge	Moderate Knowledge	Minimal Knowledge	No Knowlege
The process of Nuclear Fusion	4	3	2	[✓ 1]

	Extensive Knowledge	Moderate Knowledge	Minimal Knowledge	No Knowledge
COMPONENT I				
1. The Definition of Career Education	4	3	2	1
2. The reasons schools should participate in Career Education	4	3	2	1
3. The reasons parents should participate in Career Education for their children	4	3	2	1
4. The roles parents play in educating their children	4	3	2	1
5. The goals of Career Education	4	3	2	1
6. The way children learn about Career Education	4	3	2	1
7. The reasons people choose employment	4	3	2	1

PRETEST AND POSTTEST (Cont'd)

	Extensive Knowledge	Moderate Knowledge	Minimal Knowledge	No Knowledge
8. The skills necessary for success in a career	4	3	2	1
9. Career Education as a developmental process	4	3	2	1
10. Importance in setting long range goals	4	3	2	1
COMPONENT II				
1. The parent's role as an advocate for their child	4	3	2	1
2. Recent legislation concerning the rights of the handicapped	4	3	2	1
3. The parent's involvement in the child's Individual Educational Program	4	3	2	1
4. Contributions a parent can make to a child's school program	4	3	2	1
5. Ways to resolve conflict with the school	4	3	2	1
6. The provisions of Public Law 94-142	4	3	2	1
COMPONENT III				
1. Ways of enhancing Career Education at home	4	3	2	1
2. How parents serve as models and teachers for their children	4	3	2	1

PRETEST AND POSTTEST (Cont'd)

	Extensive Knowledge	Moderate Knowledge	Minimal Knowledge	No Knowledge
3. The definition of Career Education	4	3	2	1
4. The establishing of Career Education goals	4	3	2	1
5. Task analysis	4	3	2	1
6. Teaching strategies to use at home	4	3	2	1
7. The levels of skill mastery	4	3	2	1
8. How achievement of skills leads to goal accomplishment	4	3	2	1
COMPONENT IV				
1. Rights of the Handicapped	4	3	2	1
2. Ways to help a handicapped child choose a career	4	3	2	1
3. Making the transition between school and the world of work	4	3	2	1
4. Section 504 of the Vocational Rehabilitation Act	4	3	2	1
5. Sources of information about employment of the handicapped	4	3	2	1
6. Skills needed for occupational success	4	3	2	1
7. Knowledge of occupational clusters	4	3	2	1
8. Ways to do a job/skill match	4	3	2	1
9. Vocational rehabilitation services	4	3	2	1

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MOM AND DAD CAN HELP: PARENTS' ROLE IN CAREER EDUCATION FOR THE HANDICAPPED CHILD

SECTION II

PARENT TRAINING PROGRAM

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COMPONENT I

WHAT IS CAREER EDUCATION?

COMPONENT I

WHAT IS CAREER EDUCATION?

GOAL: Participating parents of handicapped students will demonstrate an increase in their knowledge of career education and its role.

OBJECTIVES: The participants should:

1. Understand the definition of career education and the rationale for its existence.
2. Understand the basic theory of career education as a developmental process.
3. Understand individual career education needs and the importance of setting long-range goals.

TOPIC	ACTIVITY	TIME	RESPONSIBILITY
--Introduction	Lecture/Discussion	15 min.	Facilitator
--Definition of Career Education	Lecture	5 min.	Facilitator
--Role of Parents	Lecture	5 min.	Facilitator
--Process of Career Education	Lecture	5 min.	Facilitator
--Summary, Obj. 1	Lecture	5 min.	Facilitator
--Theory of Career Development	Lecture/Small Group Activity	15 min.	Facilitator
--BREAK		10 min.	Facilitator
--Essential Skill Areas	Lecture	5 min.	Facilitator
--Developmental Model of Career Education	Lecture	5 min.	Facilitator
--Levels of Skill Development	Lecture	5 min.	Facilitator
--Three Roles of Parents	Lecture/Small Group Activity	15 min.	Facilitator
--Summary--Question Answer Period	Informal Discussion	5 min.	Facilitator

MATERIALS/RESOURCES NEEDED

1. Overhead projector
2. Transparencies
3. Worksheets
4. Pencils
5. Parent Information Handbook
6. Overhead pen or pencil (washable)
7. Refreshments (optional)

PREPLANNING ACTIVITIES

1. Arrange room
2. Set up overhead projector
3. Gather above materials
4. Prepare worksheets and transparencies (refer to introductory sheet preceding each objective).

FACILITATOR PACKET

COMPONENT I

Orientation to Training Sessions (allow 15 minutes)

1. Extend a welcome to all parent participants.
2. OPTIONAL ACTIVITY: Give each participant the opportunity to introduce himself or herself.
3. Introduce guests/resource people, if appropriate.
4. Explain the Training Session structure:
   a. Four training sessions
   b. Each to be 90 minutes in length--coffee/rest breaks midway through the session
   c. Place to be held ______________________________
   d. Dates of the four sessions____________________
   e. Times of the sessions _________________________
5. The methods of presentation will be:
   a. Lectures
   b. Discussions
   c. Participant activities
   d. Reading resource material
6. Explain to participants the overall purpose of the training sessions. (A wall chart or transparency should be displayed listing the goals and objectives--Transparency 0,1.)

   The major purpose of these training sessions is to provide you with information and resources so that you may assist your child in achieving career success. We will emphasize how, as parents, you can support your child's education in school as well as enhance his or her career development at home. A final focus will be placed on how you can support your child in the transition to community life.

7. Participants' question/answer period.

WHAT IS CAREER EDUCATION?

COMPONENT I: Participating parents of handicapped students will demonstrate an increase in their knowledge of career education and its role.

OBJECTIVE 1: The participants should be able to understand the definition of career education and the rationale for its existence.

TRANSITION STATEMENT: There are many conditions which exist within our educational system which call for reform. One way to solve these educational problems is by developing career education programs within the school. Our attention will now be directed toward examining career education, the rationale for its existence and its importance in the education of handicapped students.

MATERIALS:

Transparencies: 0.1
0.2
1.1.1
1.1.2
1.1.3
1.1.4
1.1.5
1.1.6
1.1.7
1.1.8

FACILITATOR NOTES:

COMPONENT I

OBJECTIVE 1

DEFINITION OF CAREER EDUCATION	FACILITATOR PRESENTATION	MATERIALS
Introductory Statements	The goals of the total parent training program have just been outlined. Now we will look at the first topic, "Understanding Career Education." The goals and objectives are shown on Transparency 0.2.	OH 0.2
Definition	Career education is the entire educational curriculum, coordinating all school, family, and community components together to develop each individual's potential for economic, social, and personal success (Feldman, 1979).	OH I.1.1
Introduction	Career education has grown in popularity the last ten years. This has happened because educators have realized that the curriculum of many schools left students lacking some important skills.	
	Kenneth Hoyt, head of Health, Education and Welfare's Office of Career Education identified several conditions which he thought called for reform of the traditional school curriculum. Some of these conditions were:	
Conditions for Reform	Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.	OH PM I.1.2 I.1.3
	Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system.	

DEFINITION OF CAREER EDUCATION	FACILITATOR PRESENTATION	MATERIALS
Conditions for Reform (continued)	Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work. Insufficient attention has been given to learning opportunities which exist outside the structure of formal education and are increasingly needed by both youth and adults in our society. The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy. Career education is an attempt to change the child's learning experiences to answer some of these conditions. (Hoyt, 1975)	

COMPONENT I

OBJECTIVE 1

ROLE OF PARENTS	FACILITATOR PRESENTATION	MATERIALS
Why Should Parents Be Involved in the Career Education Process?	This program is designed for parents of handicapped students. We think it is important that parents be included in the career education process for several reasons:	
	Schools alone cannot always provide sufficient programs in career education.	
	Children spend a significant amount of time at home.	
	A study for the National Assessment of Educational Progress generated several interesting findings and statistics (Aubrey, 1977; Katz, Miller-Tiedeman, Osipow, & Tiedeman, 1977).	OH Statistics Transpare[illegible] I.1.4
	These research data show that parents were most likely to be consulted before teachers and counselors regarding career plans.	
	Thus, working together, parents and schools are more likely to provide the needed training to help children make wise career choices.	
	Parents need information and training to be able to give additional help that special needs and handicapped students will need in making career choices.	

COMPONENT I

OBJECTIVE 1

ROLE OF PARENTS IN CAREER EDUCATION PROCESS	FACILITATOR PRESENTATION	MATERIALS
Assumptions About Parents: Basis and Rationale for Parent Education Programs	To further understand the part parents play in the career education process, we must look at three basic assumptions about parents and their role in education.	
	Transparency: Assumptions About Parents and Their Role in Education	
	ASSUMPTION 1: Parents care more about their children than the school does.	OH I.1.5
	Explanation: This is not to say that the school does not care about the child. It does. But the school must view each child in terms of the other students, the curriculum, the cost of education, and other concerns which do not relate to the best interests of the particular child. Parents not only have a vested interest in their child; they also have the ultimate legal and moral responsibility.	
	ASSUMPTION 2: Parents have a right to know about and be involved in their child's education.	OH 1.1.6
	Explanation: Parents have the legal right to be informed of what takes place during the time that the school has assumed the responsibility for their child. Parents can be and should	

ROLE OF PARENTS IN CAREER EDUCATION PROCESS	FACILITATOR PRESENTATION	MATERIALS
Assumptions About Parents (continued)	be provided with information which allows them to make significant contributions to their child's education in the identification process, in programming for the child, and in providing meaningful activities and support in the home.	
	ASSUMPTION 3: Parents can be effective teachers.	OH I.1.7
	Explanation: Parents can effectively support the education of their children if they are provided with information about important goals for their children and training in techniques for achievement of these goals. (Vasa, Steckelberg, 1980)	

COMPONENT I

OBJECTIVE 1

PROCESS OF CAREER EDUCATION	FACILITATOR PRESENTATION	MATERIALS
	We have discussed the definition of career education, why it is needed and the important parts that parents play. Now we will direct our attention to understanding what career education is. The easiest way to understand career education is to look at its goals.	
	Transparency: Success Figure. (See Explanation of Transparency I.1.8)	
	The ultimate goal of career education is *Success* (represented by figure's head). We can divide *Success* into three major areas:	
	1. Economic Success--which indicates that the individual will be self-supporting and independent in his or her adult years. 2. Personal Success--which strives to develop the individual's feeling of self-worth and confidence. 3. Social Success--which indicates that the individual has adequate skills to be a contributing member of the community in which he or she lives. (Brolin, 1978)	OH I.1.8
	To reach the goals of career education and achieve success in these facets of life, we must provide skills in the following three essential areas:	OH I.1.8

PROCESS OF CAREER EDUCATION (continued)	FACILITATOR PRESENTATION	MATERIALS
	1. Personal-Social Skills. For students to adjust satisfactorily in the community, they must develop independence, self-confidence, socially acceptable behaviors, and learn to maintain personal friendships (Brolin).	OH I.1.8
	2. Daily Living Skills. For students to become independent or semi-independent citizens, it is necessary for them to learn how to manage a home, family, and finances as effectively as possible (Brolin).	
	3. Occupational Guidance and Preparation. If individuals are to approach their true potential, they need to become more aware of diverse job possibilities, develop the necessary skills, be provided with varied work experiences, and learn to make logical and viable job choices as they move through the educational system	
	For the most effective delivery of these skills and services, career education must receive support from the following three sources:	OH I.1.8
	1. The Family. We have previously stated that children spend the most significant amount of time in the home and research has shown that parents are most likely to be consulted before teachers and counselors regarding career decisions. The family has the ultimate responsibility for the child and with training can monitor and give input to their child's educational programming and guide him or her in the career decision-making process.	

PROCESS OF CAREER EDUCATION (continued)	FACILITATOR PRESENTATION	MATERIALS
	2. The School. The school's responsibility is to plan and carry out the child's Individualized Educational Program with input and support from the parents and resource personnel.	OH I.1.8
	3. The Community. The community plays an active role in the *Success* of the child by providing support through helping agencies and resources available to the family during and after formal education has ended. The community also provides job-related experiences and ultimately a job.	

COMPONENT I OBJECTIVE 1

TRANSPARENCY EXPLANATION (I.1.8)

I. Ultimate goal of career education--*Success*

   A. Personal Success

   B. Social Success

   C. Economic Success

II. To reach goals, career education must provide skills in three essential areas

   A. Personal-Social Skills

   B. Daily Living Skills

   C. Occupational Guidance and Preparation

III. For the most effective delivery of services, career education must receive support from three sources

   A. The Family

   B. The School

   C. The Community

COMPONENT I

OBJECTIVE 1

DEFINITION OF CAREER EDUCATION	FACILITATOR PRESENTATION	MATERIALS
Summary Statements	1. Career education is all of education. It systematically coordinates all school, family, and community components to facilitate each individual's potentials for economic, social, and personal fulfillment.	
	2. It is a life-centered approach to education, preparing each individual for total living, not just working.	
	3. It is a cooperative effort between home and school if it is to be most effective.	
	4. Appropriate resources in the community are available and should be utilized.	

WHAT IS CAREER EDUCATION?

THEORY OF CAREER DEVELOPMENT

COMPONENT I: Participating parents of handicapped students will demonstrate an increase in their knowledge of career education and its role.

OBJECTIVE 2: The participants should be able to understand the basic components of career education.

TRANSITION STATEMENT: The goal for Objective 2 is to help participants understand that career education is a developmental process that is best accomplished with a systematic approach.

MATERIALS:

Transparencies:
1.2.1
1.1.8
1.2.2
1.2.3
1.2.4
1.2.5
1.2.6
1.2.7
1.2.8
1.2.9
1.2.10

Printed Materials:

Worksheet 1.2.1
Handout in Parent Information Packet
Essentials Skills Checklist

FACILITATOR NOTES:

COMPONENT I

OBJECTIVE 2

THEORY OF CAREER DEVELOPMENT	FACILITATOR PRESENTATION	MATERIALS
Discover Factors That Influenced Participants' Choice of Career (sample list is included for your reference)	Transition Statements: 1. We have defined career education, discovered reasons why it is needed, and learned why parents are an integral part of the process. 2. We have looked at the broad goals that we expect learners to achieve as a result of career education. 3. We have also discovered that career education is a life-centered approach with many people playing key roles to prepare each individual for total living, not just working. 4. Our goal for Objective 2 is to help you understand that career education is a developmental process that is best accomplished with a systematic approach.	
	Small Group Activity: To illustrate this point, we would like you to break into groups (of 3 to 6, depending on the number of participants you have).	OH I.2.1
	On the worksheet provided, list the many factors that influenced your choice of career/life style.	
	Allow 15 *minutes to complete activity.*	
	Come together at the end of the time period. Compile a comprehensive list on the chalkboard, overhead,	

THEORY OF CAREER DEVELOPMENT	FACILITATOR PRESENTATION	MATERIALS
Small Group Activity (continued)	*chart, etc. (Transfer this list to a chart for future reference.)*	
	Discuss career influencing factors. A sample list of factors influencing your choice of a career follows.	
	1. Educational level--interest area	I.2.1
	2. Parents' expectations (values)	
	3. Money availability Funds for schooling	
	4. Job availability (field saturation)	
	5. Economic: Current needs Potential economic rewards Many current careers are chosen because of need rather than interest	
	6. Prestige of job--choosing one over another--peer values	
	7. Working conditions Structure vs. nonstructure Environmental--time demands Primary skill area	
	8. Compatibility of coworkers	
	9. Mobility--transportation Near home Do you have a way to travel to your place of employment?	

COMPONENT I

OBJECTIVE 2

THEORY OF CAREER DEVELOPMENT	FACILITATOR PRESENTATION	MATERIALS
Summary Statements	Important Points to Emphasize After Discussion: 1. It is common for people to "happen" into a vocation rather than choose, prepare, and pursue a job because of interest. 2. Jobs are often chosen because of immediate need rather than interest or ability. 3. The great variety of factors that influenced your own career choices will also face your children. 4. A large portion of the factors that decided our job choice was based on the number of options available to us at that time. *(Example: Consider transportation as an example. The more ability you have to use public or private transportation, the larger the area that you can look for a job. Another example can be seen in the academic area. The more developed your academic skills, the greater the options for a job choice. As you gain more skills, you open new job possibilities.)* 5. To help your child make the most effective career decisions, it is important that you learn to set realistic goals for him or her. 6. The most effective way to set and achieve realistic goals for your child is to develop and follow a *Systematic Approach.*	

COMPONENT I

OBJECTIVE 2

THEORY OF CAREER DEVELOPMENT	FACILITATOR PRESENTATION	MATERIALS
Skill Areas That Contribute to Success	For the first step in developing a *Systematic Approach* to goal setting, we will refer back to our Success Model (see Success Figure Transparency). From this model we can conclude that numerous skills/competencies have to be developed in our children in order to maximize success. We have stated that the *Ultimate Goal* for children is *Success* in a career/life style. It is appropriate that we now take a closer look at the skill areas which contribute to success.	OH I.1.8
	Transparency: Skill Areas that Contribute to a Successful Career/Life Style From this diagram we can see that skills contributing to success can be put into three general categories: 1. Daily Living Skills 2. Personal-Social Skills 3. Occupational Guidance and Preparation Before you can set appropriate goals for your child, you should understand what kinds of skills are contained in each general category. Keep in mind as we discuss examples of each category of skills how they relate to your child's future success.	OH I.2.2

COMPONENT I

OBJECTIVE 2

THEORY OF CAREER DEVELOPMENT	FACILITATOR PRESENTATION	MATERIALS
Skills Necessary for Success	*Transparency: Independent Living Skills*	OH I.2.3
	1. Home Selection and Maintenance *Example: The ability to select and maintain adequate housing. The ability to use basic tools and appliances.*	
	2. Family Living *Example: The ability to prepare for the adjustment to marriage. The ability to provide physical and psychological care for children.*	
	3. Consumer Skills *Example: The ability to make wise purchases, including food, clothing, appliances, and recreational items.*	
	4. Personal Needs *Example: The ability to select and prepare nutritious foods. The ability to dress appropriately. Exhibits proper grooming and hygiene.*	
	5. Financial Management *Example: Ability to identify money and make correct change. The ability to obtain and use bank and credit facilities.*	
	6. Use of Leisure Time *Example: Ability to identify interests and abilities. Makes wise use of leisure time, develops proficiency in a hobby or activity.*	
	7. Citizen Responsibilities *Example: Generally understands local laws and government. Understands citizenship rights and responsibilities.*	

COMPONENT I

OBJECTIVE 2

THEORY OF CAREER DEVELOPMENT	FACILITATOR PRESENTATION	MATERIALS
Skills Necessary for Success	*Transparency: Personal-Social Skills* 1. Understanding and Accepting Oneself *Example: Shows care and concern for maintaining personal appearance; sets realistic goals for academic and future career choices; takes pride in job, home, community, and recreational activities; understands needs and emotions; can identify interests and abilities.* 2. Demonstrates Socially Responsible Behavior *Example: Knows appropriate behavior in public places; has developed respect for rights and property of others; can control emotional responses; can defer immediate rewards to obtain long-term goals.* 3. Has Good Group Personal Relationships *Example: Participates in classroom, school, and community activities; demonstrates roles of sharing and cooperation; knows how to make and maintain friendships; can work in a group effectively.* 4. Possesses Good Employer/Employee Relationships *Example: Has ability to follow verbal or written directions; understand role and function of supervisor; knows when to seek help or advice.*	OH I.2.4

COMPONENT I

OBJECTIVE 2

THEORY OF CAREER DEVELOPMENT	FACILITATOR PRESENTATION	MATERIALS
Skills Necessary for Success	*Transparency: Vocational Competencies* 1. Vocationally Related Attitudes *Example: Understands why people work; follows directions and obeys rules; displays loyalty, punctuality, and dependability.* 2. Vocationally Related Skills *Example: Has basic skills in counting, measurement, and time; performs jobs with minimum supervision; has basic reading, writing, and communication skills.* 3. Analysis of Occupations *Example: Understands different kinds of jobs and their duties; understands salaries and benefits of different jobs.* 4. Getting a Job *Example: Can give personal data correctly; possesses interview skills.* 5. Acquiring Specific Job Skills *Example: Can meet entry level competitive standards of job performance.*	OH I.2.5

COMPONENT I

OBJECTIVE 2

THEORY OF CAREER DEVELOPMENT	FACILITATOR PRESENTATION	MATERIALS
Explanation of Developmental Model of Career Education	The list of skills that we have just discussed relate directly to the student's ability to succeed as an adult. The important fact to note at this point is: The essential skills have to be taught developmentally from the child's earliest years all the way through his or her adult life. *Example: An essential daily living skill is caring for personal needs--the ability to dress appropriately. (Transparencies: Skills Taught Developmentally)*	
	1. We start at a very early age to teach children the proper clothing to wear for the weather, occasion, etc.	OH I.2.6
	2. The child then learns that different people wear different types of clothing to fill the role they are currently in. *Example: A policeman wears a uniform when he is on the job and regular "street clothes" when he is at home.*	OH I.2.7
	3. The next developmental stage occurs when the child begins to choose his or her own clothing as the occasion demands. Choices are made on the basis of the preceding stages.	OH I.2.8
	4. The final level shows mastery in choosing the proper clothing to wear for the occasion.	OH I.2.9
	The total scope of career education is *developmental.* This means that the independent living, personal-social, and vocational competency skills we have just discussed are a culmination of a longer learning process.	

COMPONENT I

OBJECTIVE 2

THEORY OF CAREER DEVELOPMENT	FACILITATOR PRESENTATION	MATERIALS
Levels of Skill Development	*Transparency: Levels of Skill Development*	OH 1.2.10
	Explanation:	
	1. There are four levels of career skill development: *Introduction, Elaboration, Application,* and *Mastery.*	
	2. It is important to see these levels as ongoing. They do not happen just once at any certain age or time. We are constantly becoming introduced to new jobs and what these jobs entail. New skills needed for jobs are learned, applied, and mastered.	
	3. These levels of skill development begin at various ages. However, these levels *continue* to function after they are introduced into the child's experience. *Example: An adult can be gainfully employed in one job while preparing for another through continuing education and exploring avenues of employment. At the same time, that adult is encountering several levels of experience and success in the other competencies (personal-social, daily living) that we discussed earlier in our Success Model.*	
	4. These levels of skill development apply to all the competencies that lead to success. We are prone to associate career education merely with work, when the concept, seen developmentally, includes the total person.	

COMPONENT I

ESSENTIAL SKILLS CHECKLIST
(Small Group Activity)

Directions: To emphasize the importance and developmental nature of these essential skills, a checklist has been included in your Parent Information Packet. The checklist includes skills from the three areas just discussed.

Between this session and the next, please look at the skills included in the checklist and mark the column "Skills My Child Does Independently," if your child has reached mastery of the skill.

These will be used in a later session when goal setting is discussed.

M/T	Priorities	Skill	Skills Done Independently	Skills Done With Assistance	Future Goals
Independent Living Skills					
		Home Selection and Maintenance			
____	____	Can select and maintain adequate housing	____	____	____
____	____	Can use basic tools and appliances	____	____	____
		Family Living			
____	____	Has the ability to adjust to marriage	____	____	____
____	____	Realizes the responsibility of child rearing	____	____	____
		Consumer Skills			
____	____	Can make wise purchases of food, clothing, appliances, and recreational items	____	____	____
		Personal Needs			
____	____	Can select and prepare nutritious foods	____	____	____
____	____	Dresses appropriately	____	____	____
____	____	Exhibits proper grooming and hygiene	____	____	____
		Financial Management			
____	____	Can identify money and make correct change	____	____	____
____	____	Can obtain and use bank and credit services	____	____	____
____	____	Know how to keep basic financial records	____	____	____

M/T Priorities		Skill	Skills Done Independently	Skills Done With Assistance	Future Goals
Independent Living Skills (continued)					
		Use of Leisure Time			
___	___	Can identify interests and abilities	___	___	___
___	___	Makes wise use of leisure time	___	___	___
___	___	Is proficient in a hobby or activity	___	___	___
		Citizen Responsibilities			
___	___	Understands local laws and government	___	___	___
___	___	Understands citizenship rights and responsibilities	___	___	___
Personal-Social Skills					
		Understanding and Accepting Oneself			
___	___	Shows care and concern for maintaining personal appearance	___	___	___
___	___	Has realistic academic and career goals	___	___	___
___	___	Takes pride in job, home, community and recreational activities	___	___	___
___	___	Understands own needs and emotions	___	___	___
___	___	Can identify interest and ability	___	___	___
		Demonstrates Socially Responsible Behavior			
___	___	Knows appropriate behavior in public places	___	___	___
___	___	Respects rights and property of others	___	___	___
___	___	Can control emotional responses	___	___	___
___	___	Can defer immediate rewards to obtain long-term goals	___	___	___

M/T Priorities		Skill	Skills Done Independently	Skills Done With Assistance	Future Goals
Personal-Social Skills (continued)					
		Has Good Group/Personal Relationships			
____	____	Participates in classroom, school and community activities	____	____	____
____	____	Demonstrates sharing and cooperation	____	____	____
____	____	Makes and maintains friendships	____	____	____
____	____	Works in a group effectively	____	____	____
		Possesses Good Employer/Employee Relationships			
____	____	Can follow verbal or written directions	____	____	____
____	____	Understands role and function of supervisor	____	____	____
____	____	Knows when to seek help or advice	____	____	____
Vocational Competencies					
		Vocationally-Related Attitudes			
____	____	Understands why people work	____	____	____
____	____	Follows directions and obeys rules	____	____	____
____	____	Displays loyalty, punctuality and dependability	____	____	____
		Vocationally-Related Skills			
____	____	Has basic math skills in counting, measurement and time	____	____	____
____	____	Has basic reading, writing and communication skills	____	____	____
____	____	Can perform a job with minimum supervision	____	____	____

M/T Priorities		Skill	Skills Done Independently	Skills Done With Assistance	Future Goals
Vocational Competencies (continued)					
		Analysis of Occupations			
___	___	Understands different kinds of jobs and their duties	___	___	___
___	___	Understands salaries and benefits of different jobs	___	___	___
		Getting a Job			
___	___	Can give personal data correctly	___	___	___
___	___	Possesses interview skills	___	___	___
		Acquiring Specific Job Skills			
___	___	Meets entry level competitive standards of job performance	___	___	___

COMPONENT I

OBJECTIVE 2

THEORY OF CAREER DEVELOPMENT	FACILITATOR PRESENTATION	MATERIALS
Summarization and Transition	Points to Summarize and Transition Statements:	
	1. All skills necessary for a successful career life style can be categorized in three general skill areas: *Daily Living Skills; Personal-Social Skills;* and *Occupational Guidance and Preparation.*	OH 1.2.2
	2. Acquisition of these skills occurs over a long period of time.	
	3. There are four levels of skill development: *Introduction of Skill; Elaboration; Application;* and *Mastery.* These are ongoing levels which build on each other and are often repeated during a person's lifetime.	OH 1.2.10
	4. For the student to acquire these skills effectively, he or she must receive support from three sources: *The Community*--through information and resource personnel, and helping agencies providing experiences and ultimately a job; *The School*--through development and implementation of Individual Education Programs; and *The Family.*	OH 1.2.8
	5. Our goal for Objective 3 is to give you a better understanding of the role that parents/family play in the career education process.	

WHAT IS CAREER EDUCATION

ROLE OF PARENTS

COMPONENT I: Participating parents of handicapped students will demonstrate an increase in their knowledge of career education and its role.

OBJECTIVE 3: Participants will understand individual career education needs and learn the importance of setting long-range goals for their handicapped child.

TRANSITION STATEMENT: There are essential skills that are necessary to develop for a successful career/life style. The acquisition of these skills occurs over a long period of time. For the student to acquire these skills effectively, he/she must receive active support from the community, the school, and the family. The goal for Objective 3 is to give a better understanding of the role that parents/family play in the career education process.

MATERIALS:

Transparencies:
1.3.1
1.3.2
1.3.3
1.3.4
1.3.5
1.3.6
1.3.7
1.3.8

Worksheet:

Parent Roles

COMPONENT I

OBJECTIVE 3

ROLE OF PARENTS	FACILITATOR PRESENTATION	MATERIALS
Definition of Role	Role is defined as "the proper or customary function of a person or thing."	
	Parents have many roles which they play in day-to-day living. *Examples: cook, launderer, secretary, chauffeur, banker, gardener, fix-it person, mechanic, doctor, maid, counselor, psychiatrist, spouse, advocate, model, and teacher.*	
	While all of these and many others not mentioned have an impact on your child, the last three: *Advocate, Model,* and *Teacher*, are the most important in terms of helping your child achieve success in making career decisions and choices.	OH 1.3.1
Role of Parents	On the basis of these assumptions, the parents' role in career education may be viewed as threefold (*Transparencies: Parent Roles):*	
	1. One of the roles the parents of the exceptional child assumes is that of the *Advocate*. The parent assumes this role when he or she actively supports the child's education in school. It is important to point out the role of advocate is not synonymous with opposition to school programs. The function of the advocacy role is to ensure the best interests of the child are being taken into consideration. Best interests of the child may most often be served by close cooperation between the parents and schools.	OH 1.3.2

ROLE OF PARENTS	FACILITATOR PRESENTATION	MATERIALS
Role of Parents (continued)	2. Secondly, parents make a major contribution to the education and socialization of their child through the home environment. Parents have the earliest and the most numerous contacts with their child. They assume two important roles in their child's development. They serve first as the initial *Model* for nearly all the behaviors of their children. Children receive their first stimulation for speech and communication from interaction with their parents. Likewise, parents provide a *Model* for a child in awareness of roles related to work and the occupation of the parents. It is important for the parents to realize that the image or model they portray plays an important role in the future decisions of their child.	OH 1.3.3
	3. Parents also serve as the first *Teacher* for their children. They provide the stimulation and parameters in which learning occurs. Parents control the environment for young children and to a lesser extent as the child matures. Basic life skills and attitudes are taught by parents through both modeling and actual training. Parents, then, play the initial role as teachers in the career development process through the establishment of these life skills and attitudes.	OH 1.3.4
	If parents are to maximize their child's learning, they need information and resources which will allow them to satisfactorily fulfill these roles.	
	The purpose of these parent training sessions will be to provide you with information designed to assist you in assuming these roles in your child's career development.	

COMPONENT I

OBJECTIVE 3

ROLE OF PARENTS	FACILITATOR PRESENTATION	MATERIALS
Small Group Activity	Activity: To show you the importance of the three roles that parents play we would like to have you examine the ways that you can be involved with your child's education--both at home and at school. Pass out worksheet. The worksheet you have been given has three columns with the roles of *Advocate, Model,* and *Teacher* listed at the top. There are also two examples of each role given. Please break into groups (3-6) and discuss these examples. Try to list as many other examples as you can. Allow ten minutes.	OH 1.3.5
(Save compilation of role examples for reference, Component III, Objective 1.)	Form large group again. Discussion: Using a transparency of the worksheet, write examples that the group has come up with for each of the roles. (A sample list is included for your discussion reference.)	OH 1.3.5

COMPONENT I OBJECTIVE 3

ROLE REFERENCE LIST

Advocacy Role Examples (Transparency I.3.6)

1. Look at and take an interest in child's school papers.
2. Study child's report card (evaluation).
3. Participate in parent-teacher conferences.
4. Participation in parent groups.
5. Help child join extracurricular groups: Scouts, YMCA/YWCA programs, swimming classes, recreation activities, church groups.
6. Participation in planning educational programs and services for child in school.

Modeling Role Examples (Transparency I.3.7)

1. Speech and communication.
2. Safety practices.
3. Cleanliness practices.
4. Proper diet.
5. Feelings.
6. Work ethics: responsibility, punctuality.

Teacher Role Examples (Transparency I.3.8)

1. Teaches basic survival skills.
2. Table manners.
3. Time--how to tell time.
4. Allowance--purpose, how to earn, and use of.
5. Responsibilities around the home: making bed, picking up toys, feeding pet, taking garbage out, putting bicycle in garage.
6. How to play and use sporting equipment.
7. How to use basic tools and appliances.
8. How to use cooking tools and to cook basic foods.
9. How to follow directions.

SUMMARY--COMPONENT I

In this session we have attempted to give you information and knowledge about:

1. Career education and why it is needed for handicapped students.
2. The basic components of career education.
3. The role of parents in the career development process.

Question/Answer Period

In the next session we will discuss how you, as parents, can support your child's education in the schools through the advocacy role.

APPENDIX A

COMPONENT I

Transparencies and Printed Materials

COMPONENT I

Transparencies and Printed Materials

Transparencies

.01
.02
I.1.1
I.1.2
I.1.3
I.1.4
I.1.5
I.1.6
I.1.7
I.1.8
I.2.1
I.2.2
I.2.3
I.2.4
I.2.5
I.2.6
I.2.7
I.2.8
I.2.9
I.2.10
I.3.1
I.3.2
I.3.3
I.3.4
I.3.5
I.3.6
I.3.7
I.3.8

Printed Materials

Worksheets: I.2.1 -- Career Influencing Factors
I.3.5 -- Parent Roles

THE MAJOR PURPOSE of these training sessions is to provide you with information and resources so that you may assist your child in achieving career success. We will emphasize how you, as parents, can support your child's education in school as well as enhance their career development at home. A final focus will be placed on how you can support your child in the transition to community life.

Transparency 02

GOAL: PARTICIPATING PARENTS OF HANDICAPPED STUDENTS WILL DEMONSTRATE AN INCREASE IN THEIR KNOWLEDGE OF CAREER EDUCATION AND ITS ROLE.

OBJECTIVES: THE PARTICIPANTS SHOULD:

1. Understand the definition of career education and the rationale for its existence.
2. Understand the basic theory of career education as a developmental process.
3. Understand individual career education needs and the importance of setting long range goals.

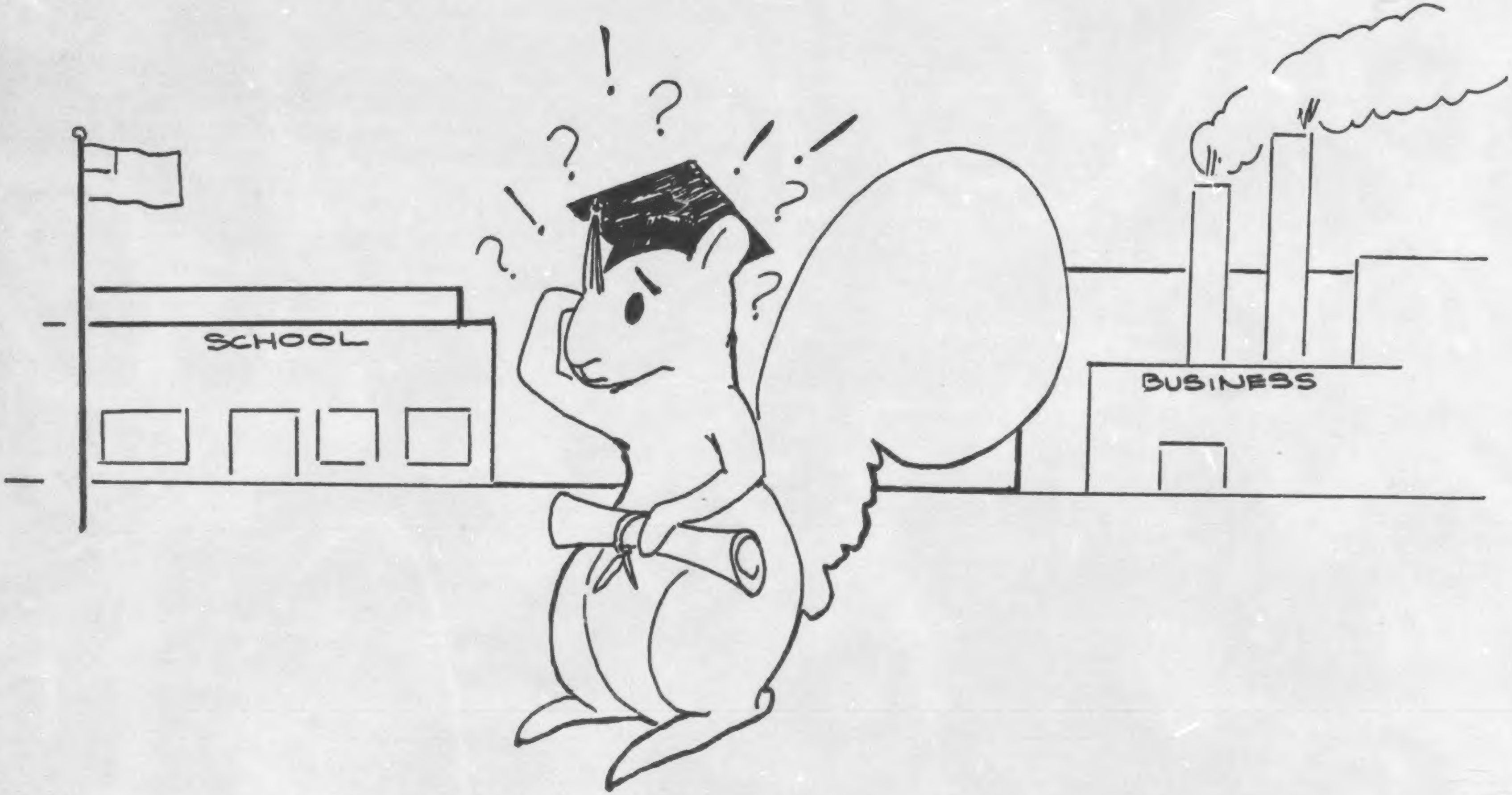
Transparency I.1.1

CAREER EDUCATION is the entire educational curriculum, coordinating all school, family and community components together to develop each individuals' potential for economic, social and personal success.

Feldman 1979

A-5

Transparency I.1.2


SCHOOL
BUSINESS
? ! ? ! ? ! ? ! ?
A-6

Transparency I.1.3

CONDITIONS CALLING FOR REFORM

1. People leaving our schools lack basic academic skills needed for adaptability.

2. Students fail to see relationship between academic learning and future needs.

3. Students need to be better equipped with vocational and career decision making skills for the transition to the world of work.

4. Few learning opportunities exist for students outside the formal structure of education.

5. The general public has not been given an adequate role in the formulation of educational policy.

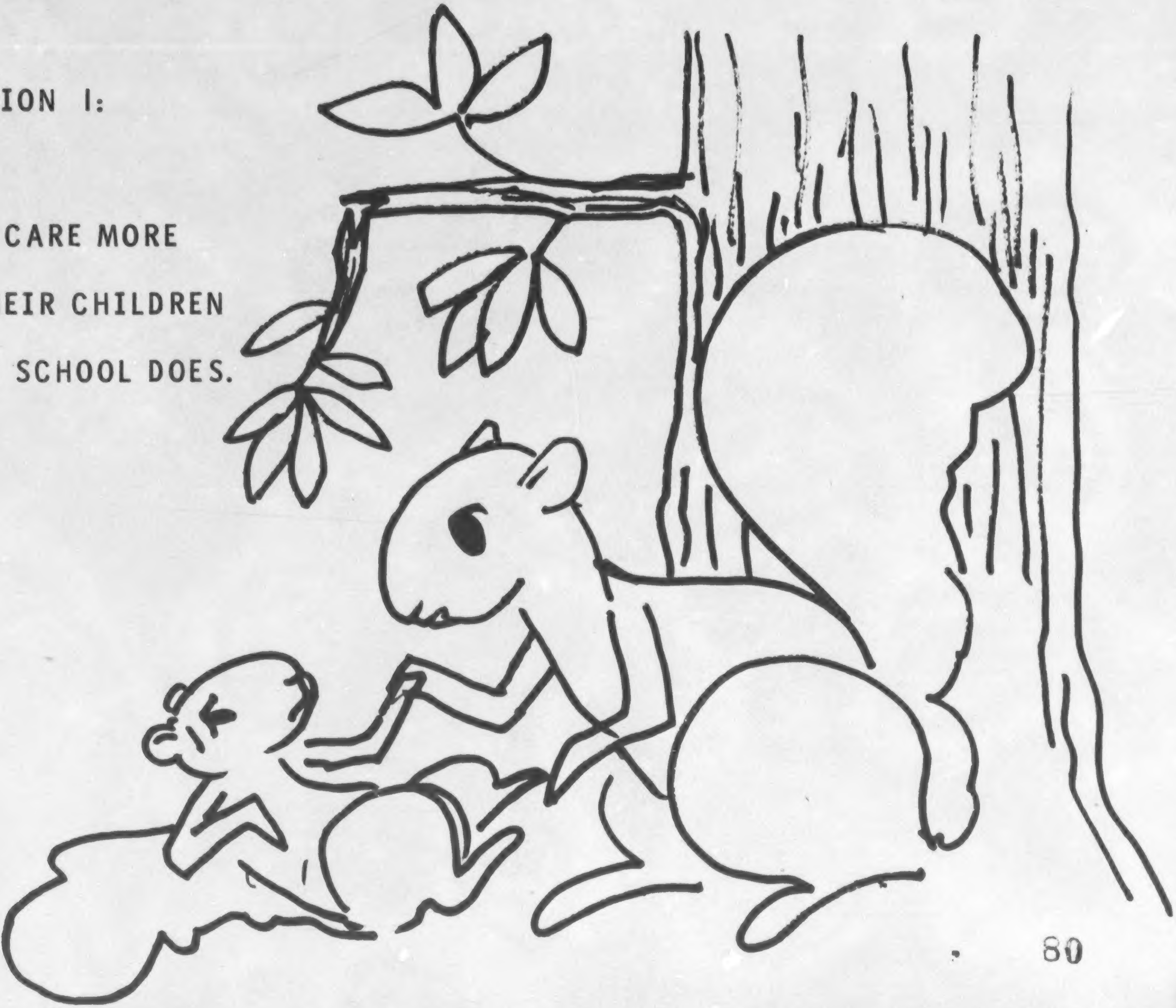
PARENTS are most likely to be consulted before Teachers and Counselors regarding Career plans.

PARENTS and schools, working together, are more likely to provide training to help children make wise career choices.

PARENTS need information and training to be able to give additional help that handicapped students will need in making career choices.

ASSUMPTION I:

PARENTS CARE MORE ABOUT THEIR CHILDREN THAN THE SCHOOL DOES.

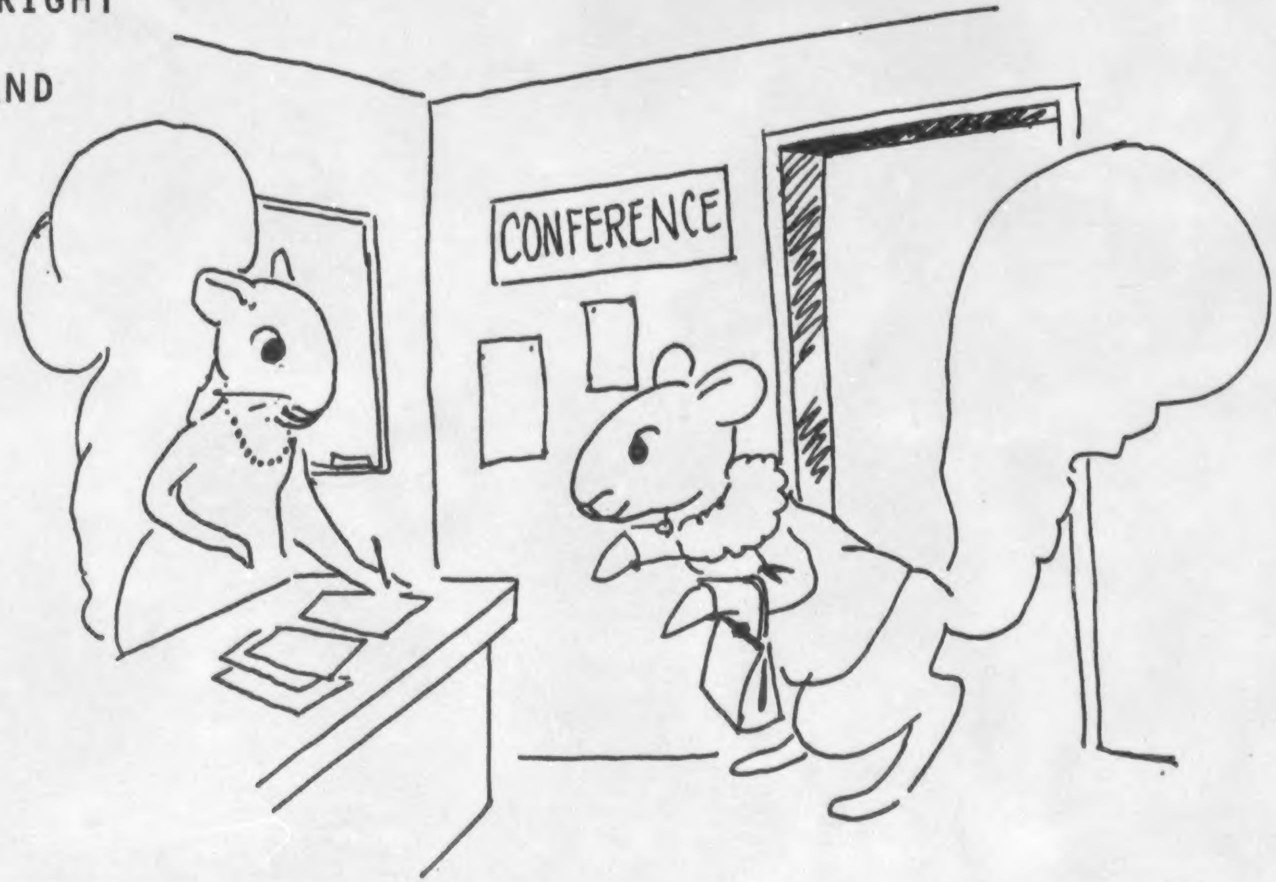


Transparency I.1.6

ASSUMPTION 2.

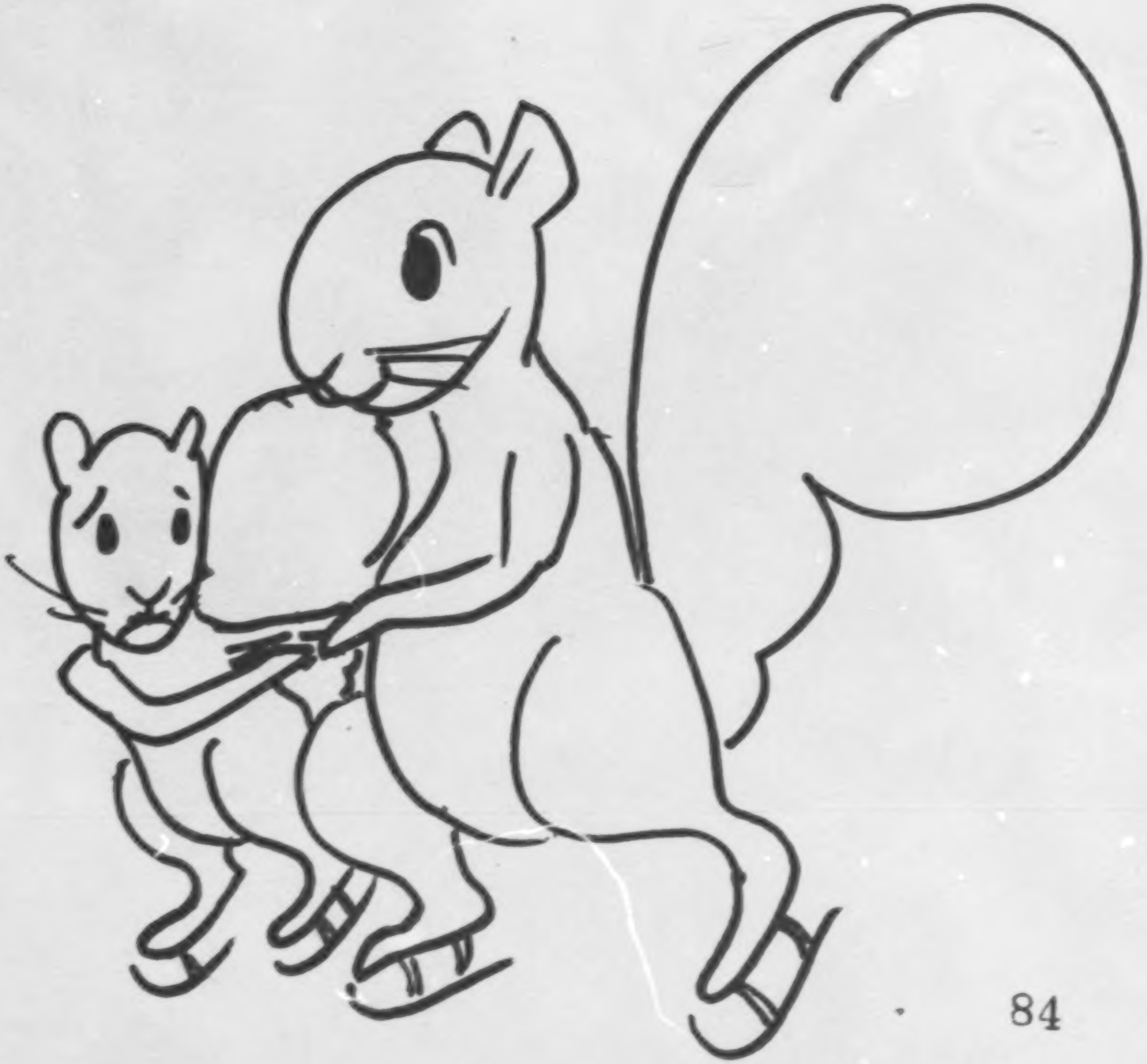
PARENTS HAVE A RIGHT
TO KNOW ABOUT AND
BE INVOLVED IN
THEIR CHILD'S
EDUCATION.

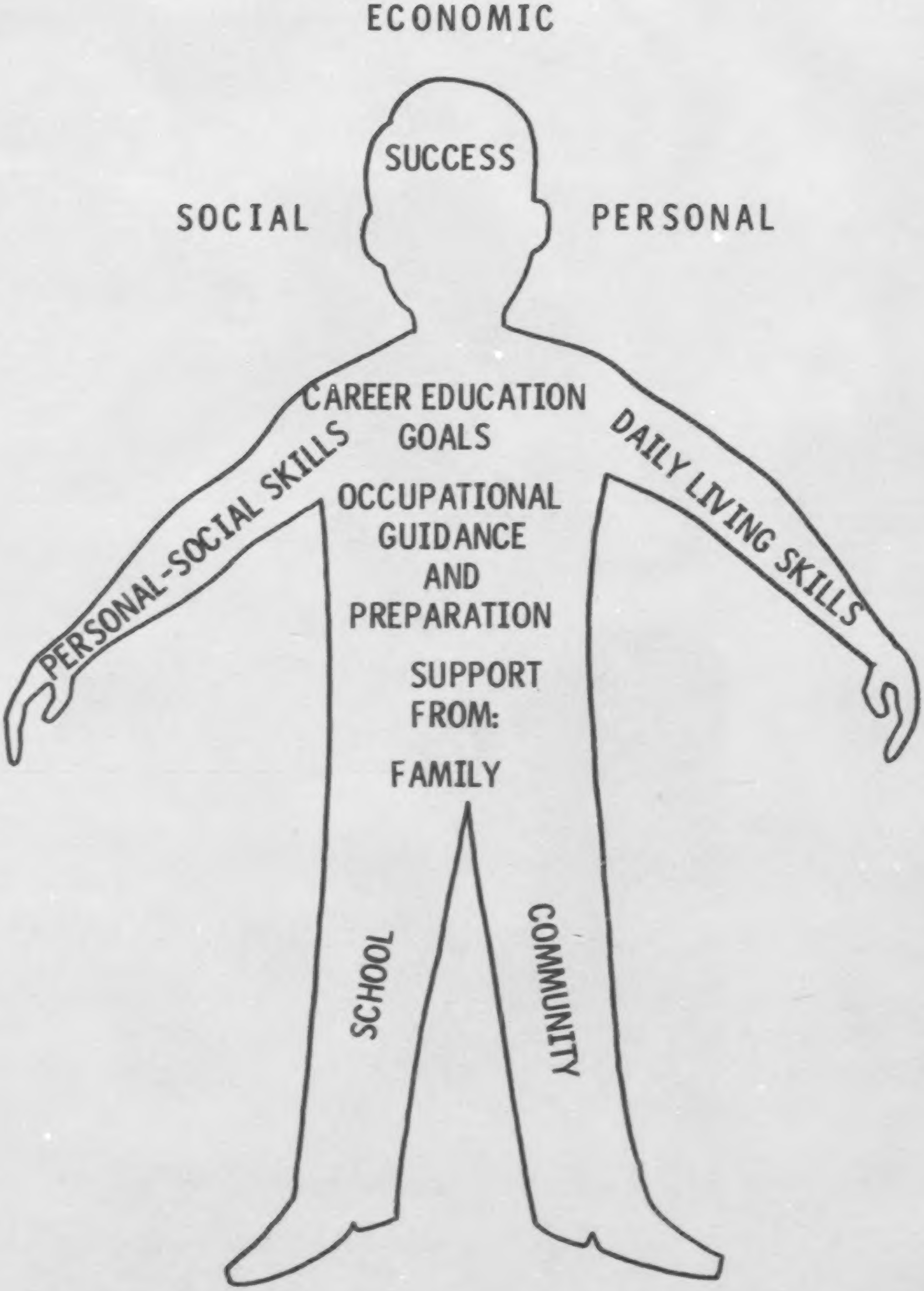
A-10



ASSUMPTION 3.

PARENTS CAN BE EFFECTIVE TEACHERS.




ECONOMIC
SUCCESS
SOCIAL
PERSONAL
CAREER EDUCATION GOALS
PERSONAL-SOCIAL SKILLS
DAILY LIVING SKILLS
OCCUPATIONAL GUIDANCE AND PREPARATION
SUPPORT FROM:
FAMILY
SCHOOL
COMMUNITY

Transparency I.1.8

Transparency I.2.1

COMPONENT I OBJECTIVE 2

WORKSHEET

Directions: List below as many factors as you can think of that influenced your choice of a career.

1.

2.

3.

4.

5.

6.

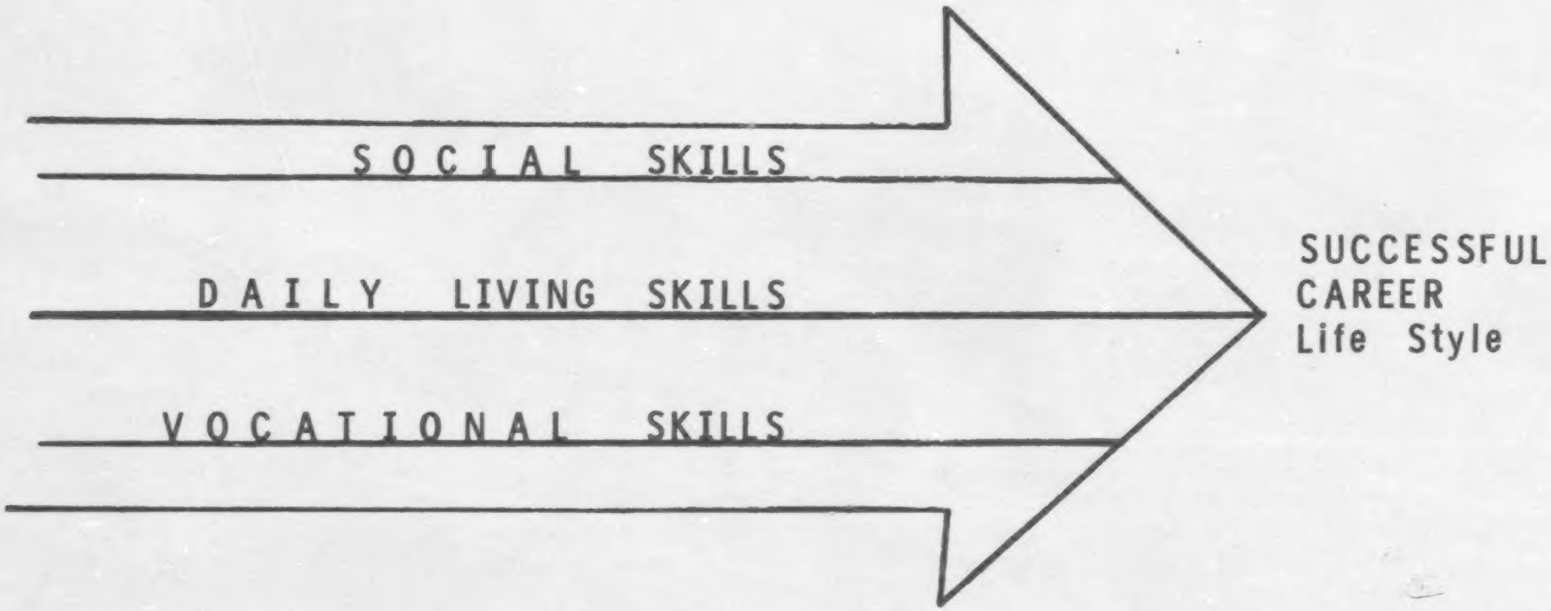
7.

8.

9.

10.

Transparency I.2.2



SOCIAL SKILLS

DAILY LIVING SKILLS

VOCATIONAL SKILLS

SUCCESSFUL
CAREER
Life Style

Transparency I.2.3

INDEPENDENT LIVING SKILLS

+ HOME SELECTION AND MAINTENANCE
+ FAMILY LIVING
+ CONSUMER SKILLS
+ PERSONAL NEEDS
+ FINANCIAL MANAGEMENT
+ USE OF LEISURE TIME
+ CITIZEN RESPONSIBILITIES

A-15

Transparency I.2.4

PERSONAL - SOCIAL SKILLS

+ UNDERSTANDING AND ACCEPTING ONESELF

+ DEMONSTRATES SOCIALLY RESPONSIBLE BEHAVIOR

+ HAS GOOD GROUP/PERSONAL RELATIONSHIPS

+ POSSESSES GOOD EMPLOYER/EMPLOYEE RELATIONSHIPS

Transparency I.2.5

VOCATIONAL COMPETENCIES

---- VOCATIONALLY RELATED ATTITUDES

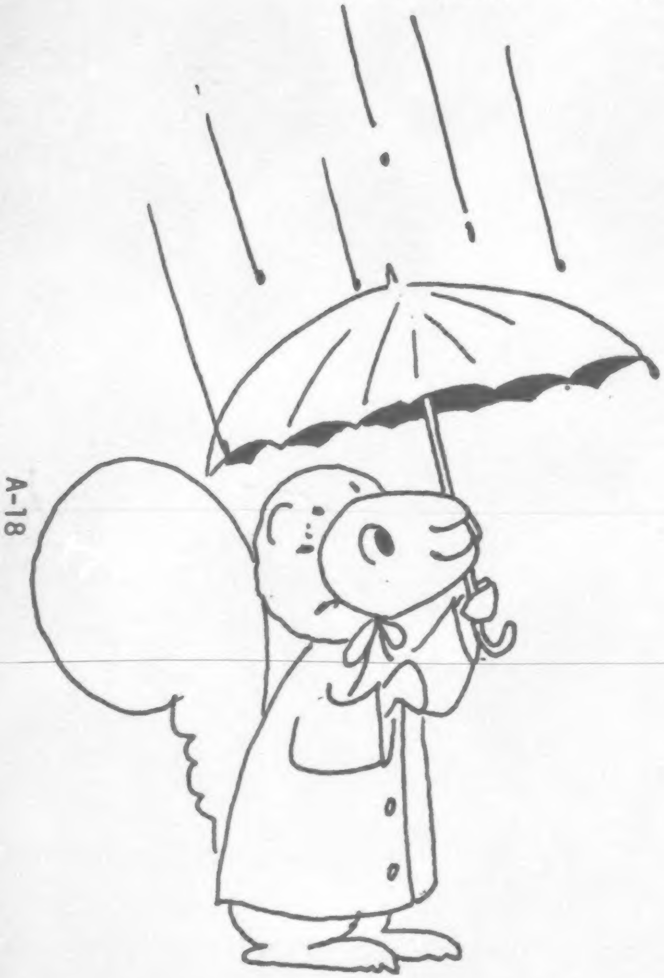
---- VOCATIONALLY RELATED SKILLS

---- ANALYSIS OF OCCUPATIONS

---- GETTING A JOB

---- ACQUIRING SPECIFIC JOB SKILLS

SKILL: TO DEVELOP THE ABILITY TO DRESS APPROPRIATELY



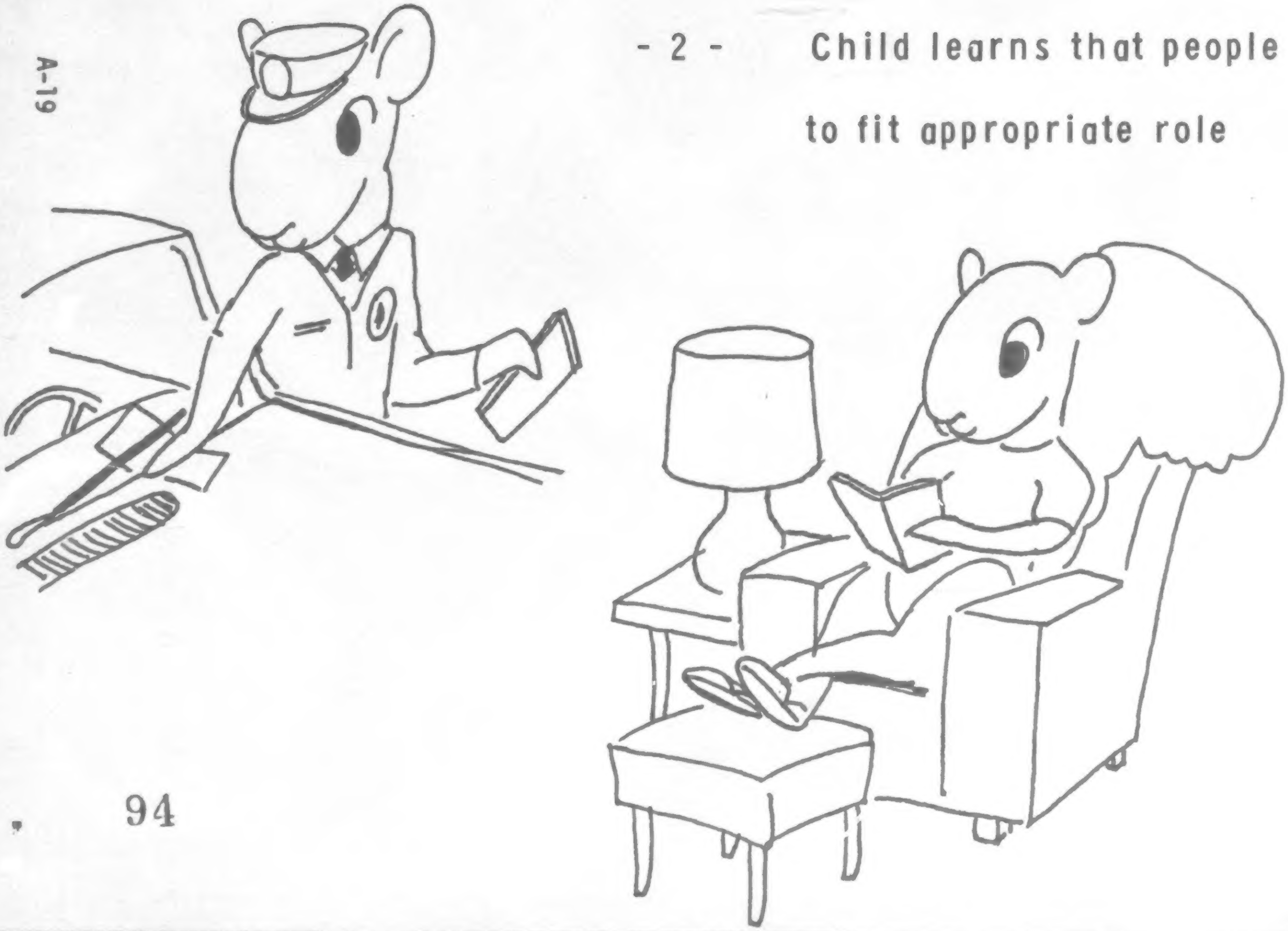
- I - Child is taught to dress according to weather / occasion

Transparency I.2.7

SKILL: TO DEVELOP THE ABILITY TO DRESS APPROPRIATELY

- 2 - Child learns that people wear clothing to fit appropriate role

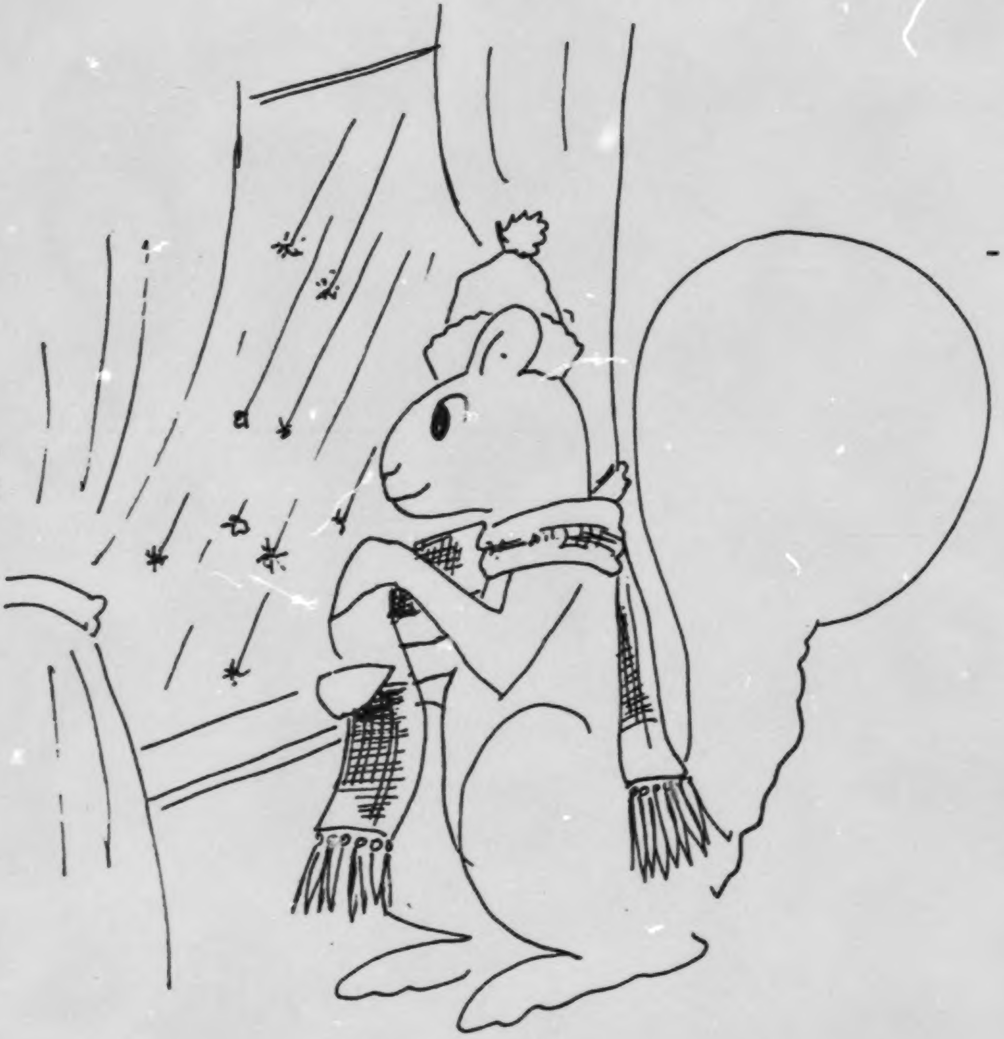
A-19



Transparency I.2.8

SKILL: TO DEVELOP THE ABILITY TO DRESS APPROPRIATELY

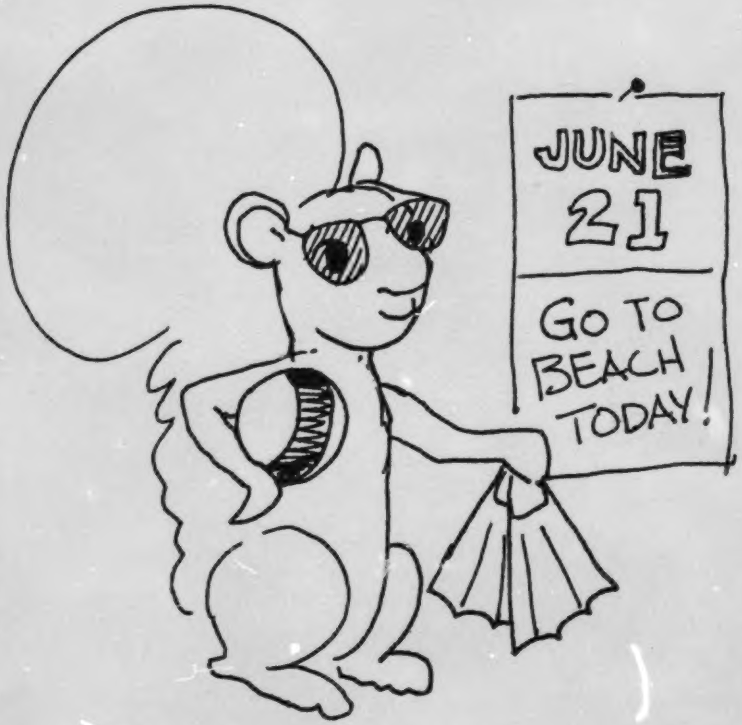
A-20



- 3 - Child chooses own clothing as the occasion demands

Transparency I.2.9

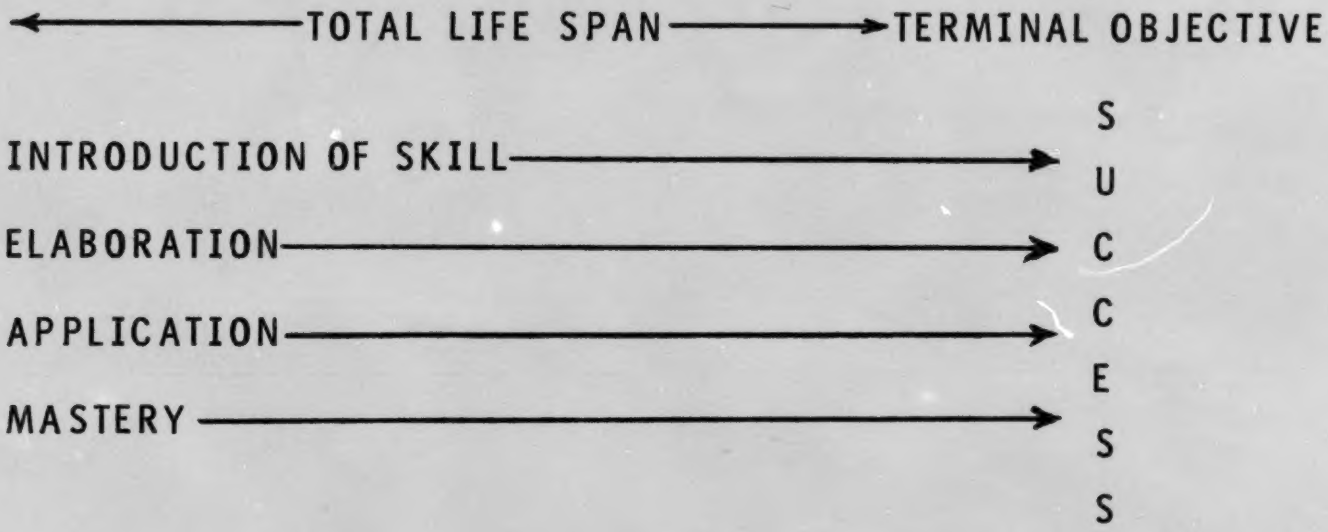
SKILL: TO DEVELOP THE ABILITY TO DRESS APPROPRIATELY


JUNE
21
GO TO BEACH TODAY!

- 4 - Child masters ability to choose proper clothing for his activity

A-21

Transparency I.2.10



← TOTAL LIFE SPAN → TERMINAL OBJECTIVE

INTRODUCTION OF SKILL →

ELABORATION →

APPLICATION →

MASTERY →

SUCCESS

Transparency I.3.1

THREE ROLES OF PARENTS

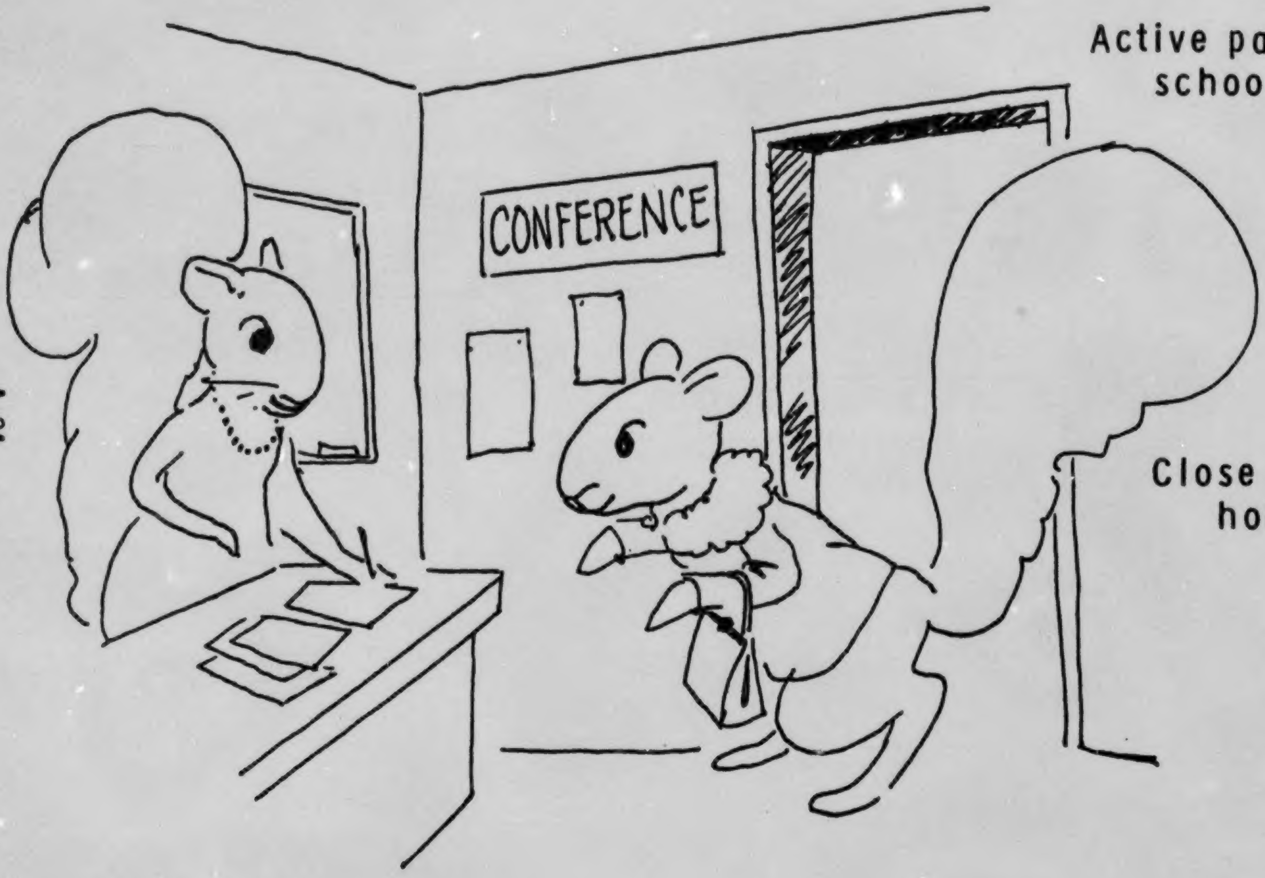
ADVOCATE

MODEL

TEACHER

Transparency 1.3.2

ROLE OF PARENT ADVOCATE



Active participation in child's school program

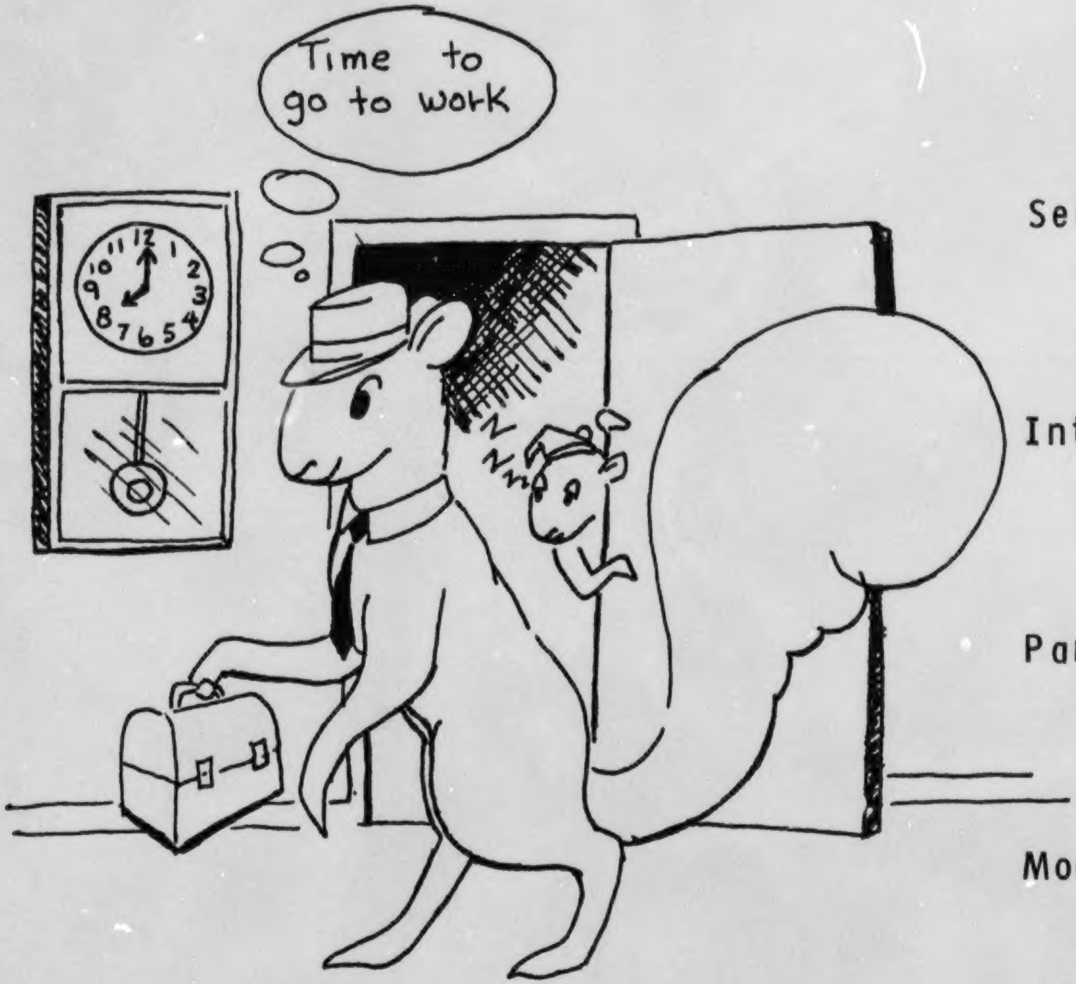
Ensure best interest of child

Close cooperation between home and school

A-24

Transparency I.3.3

ROLE AS PARENT MODEL


Time to go to work
12
1
2
3
4
5
6
7
8
9
10
11
Z
Z
Zzz

Serve as first model for nearly all behaviors of their child

Interaction with parents gives speech and communication

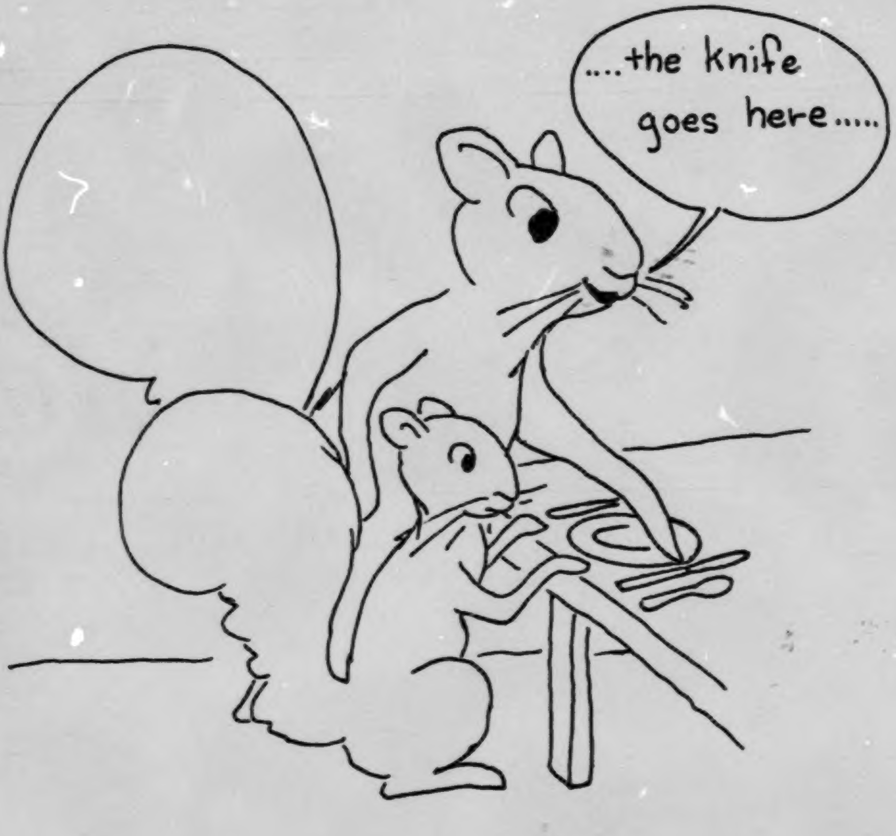
Parents create awareness of roles related to work

Model the parent portrays plays an important role in future decisions of their child

A-25

Transparency I.3.4

ROLE OF PARENT TEACHER


....the knife goes here.....

Parents provide first stimulation and environment in which learning occurs

Basic life skills and attitudes are taught through both modeling and actual training

Parents serve as initial teacher in career development process by establishing basic life skills and attitudes

A-26

Transparency I.3.5

WORKSHEET--PARENT ROLES

PARENT ROLE AS ADVOCATE	PARENT ROLE AS MODEL	PARENT ROLE AS TEACHER
EXAMPLES:	EXAMPLES:	EXAMPLES:
ATTEND PARENT-TEACHER CONFERENCES	CHILD MODELS SPEECH PATTERNS	PARENTS TEACHES TABLE MANNERS
PARTICIPATION IN PARENT GROUPS	CHILD MODELS SAFETY PRACTICES	PARENTS TEACH CHILD TO USE BASIC TOOLS AND APPLIANCES

Transparency 1.3.6

ADVOCACY ROLE EXAMPLES

Transparency I.3.7

MODELING ROLE EXAMPLES

A-29

Transparency I. 3. 8

TEACHER ROLE EXAMPLES

A-30

COMPONENT II

HOW CAN PARENTS SUPPORT THEIR CHILD'S EDUCATION IN SCHOOL?

COMPONENT II

HOW CAN PARENTS SUPPORT THEIR CHILD'S EDUCATION IN SCHOOL?

GOAL: To provide parents of handicapped children with information related to their role in supporting their child's education in the schools.

OBJECTIVES: The participants will receive information and knowledge:

1. To enable them to become more effective advocates for their handicapped child.
2. Concerning federal and state legislation which is relevant to the education and placement of their handicapped child.
3. To aid them in making a positive contribution to their handicapped child's career development through the Individual Educational Program.

TOPIC			RESPONSIBILITY
--Introduction and Review	Formal Presentation	5 min.	Facilitator
--Home/School Relationship	Formal Presentation	5 min.	Facilitator
--Parent/Advocate Role	Formal Presentation/ Small Group Activity/ Discussion	15 min.	Facilitator
--State and Federal Legislation	Formal Presentation	5 min.	Facilitator
--Provisions of P.L. 94-142	Formal Presentation	15 min.	Facilitator
--BREAK		10 min.	
--Contributions of Parents	Formal Presentation	15 min.	Facilitator
--IEP Participation	Formal Presentation	10 min.	Facilitator
--Summary/Transition	Formal Presentation	5 min.	Facilitator
--Question/Answer Period	Formal Presentation	5 min.	Facilitator

MATERIALS/RESOURCES NEEDED

1. Overhead Projector
2. Transparencies
3. Worksheets
4. Pencils

PREPLANNING ACTIVITIES

1. Arrange room
2. Set up overhead projector
3. Gather above materials
4. Prepare worksheets and transparencies (refer to introductory sheet preceding each objective).

HOW CAN PARENTS SUPPORT THEIR CHILD'S EDUCATION IN SCHOOL?

COMPONENT II: Participating parents of handicapped children will gain information related to their role in supporting their child's education in the schools.

OBJECTIVE 1: The participants will receive information and knowledge to enable them to become more effective advocates for their handicapped child.

TRANSITION STATEMENT: For a handicapped child to develop his or her potential for a successful career/life style, he or she must have active support from the community, the school, and the family. Parents serve three major roles for their handicapped child. The first of these roles is that of the advocate. The role of the advocate, along with information about becoming a more effective advocate will now be discussed.

MATERIALS:

Transparencies: II.1.1
II.1.2
II.1.3
II.1.4
II.1.5
II.1.6

Worksheets: Advocacy Worksheet II.1.6

Handout:

COMPONENT II

OBJECTIVE 1

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Introductory Statements	In our first session we:	
Review Statements from Component I	1. Discovered that career education is the entire educational curriculum, coordinating all school, family, and community components together to develop each individual's potential for economic, social, and personal success (Feldman, 1979). 2. Explored this definition in terms of the broad goals that we expect students to achieve as a result of career education. 3. Discussed essential skills needed to seek and gain employment. 4. Discovered that career education and the acquisition of these essential skills are part of a life-long developmental process. 5. Became aware of reasons why we, as parents, should become involved in the educational planning and training of our children. 6. Discussed some conditions that have given rise to educational reform. One of those conditions states, "The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy" (Hoyt	

COMPONENT II

OBJECTIVE 1

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Goal and Objectives of Component II	It is the goal of this training session to answer this challenge by giving you information related to your role in supporting your child's education in the schools. *(Transparency: Goals and Objectives of Component II)* To help you become more effective in this role, we will be concentrating on the following three areas: 1. Knowledge and skills to become an effective advocate for your child. 2. Information concerning federal and state legislation which is relevant to the education and placement of your child. 3. Information to aid you in making positive contributions to your child's career development in school. All of these goals relate directly to the fact that to be effective, career education must be a cooperative effort between home and school. The importance of this relationship requires a short "history lesson" to be fully understood. *(Show transparency: Historical Development of the Relationship Between Home and School.)*	OH II.1.1

COMPONENT II

OBJECTIVE 1

TRANSPARENCY EXPLANATION (II.1.2. through II.1.4)

Historical Development of the Relationship Between Home and School

OH II.1.2

I. In the early days of our country, because of the sparse population, the distance between settlements and the lack of teachers, parents were responsible for the total education of their children. These children usually followed their parents' professions through apprenticeships or took over the family farm. The education received in the home included all areas: personal-social skills, economic skills, and often the least emphasized, academic skills.

OH II.1.3

II. With the onset of mandatory public education laws, the schools began to assume the responsibility for teaching academic skills. Personal-social skills continued to be taught in the home. Communication between parents and teachers was minimal. Occupational choices began to increase and young people often did not follow in their parents' professions. The number of small farm operations began to decline, because it was becoming difficult to make a living. The needed career education that these men and women received was minimal until recently, when it was determined that formal career education training would greatly aid their entry into the job market.

OH II.1.4

III. In 1975, Public Law 94-142 was enacted. The implications of this law are many, but, in terms of the home/school relationship, it is making an attempt to bring parents and teachers together for effective planning of total educational programs for students.

COMPONENT II

OBJECTIVE 1

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Definition and Rationale	Your part, as parents, in this home/school relationship, is assumed through the roles that were discussed in Component I.	
	At that time, we discovered that parents have the responsibility to assume three roles in their child's education: 1. As an *Advocate* 2. As a *Role Model* 3. As a *Teacher*	
	Our first objective in this session is to give you information about how to become an effective *Advocate* for your child.	
	(Transparency: Definition of the Function of the Advocacy Role)	OH II.1.5
	This means that you, as parents, have the right, by law, to ask for and receive services which are consistent with the requirements of the law and the unique needs of your child.	
Refer to Component I, Objective 3--Role Examples OH I.3.5	*Examples:*	
	1. *If your child is orthopedically handicapped, you may request special equipment and facilities to enhance his or her educational opportunities.*	
	2. *If you feel that the educational program planned for your child does not meet your expectations, you may ask for additions or revisions to that plan.*	
	3. *If the school with the facilities for your child is located a great distance from your home, you may request that the school district provide busing.*	

COMPONENT II

OBJECTIVE 1

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Small Group/ Individual Activity	Activity: Realizing that the term *Advocate*, in relation to your child, may be new to many of you we would like to emphasize that some of the activities/interactions you are presently doing are, in fact, ways of advocating.	Worksheet OH II.1.6
(Facilitator should move about the group to answer questions, encourage participation, and give suggestions)	Consider the examples that were just mentioned and list ways that you have been an advocate for your child on the worksheet being given to you. Write your advocacy activities in the left column and use the right column to list suggestions from our discussion which will follow. Allow five minutes to complete the task.	
(Facilitator will use a grease pen to record all suggestions offered by participants during the discussion period)	Discussion: Using the transparency encourage participants to contribute ways that they have advocated on behalf of their child. Suggest that they record these suggestions on their worksheets in the column, "New ways that I would like to try to be an effective advocate for my child."	

HOW CAN PARENTS SUPPORT THEIR CHILD'S EDUCATION IN SCHOOL?

COMPONENT II: Participating parents of handicapped children will gain information related to their role in supporting their child's education in the schools.

OBJECTIVE 2: The participants will receive information and knowledge concerning federal and state legislation which is relevant to the education and placement of their handicapped child.

TRANSITION STATEMENT: Advocacy is one important way that parents can effectively support their child in the educational system. To discover other ways to increase parental participation in a child's education we will look at the rights given to parents by current state and federal legislation.

MATERIALS:

Transparencies: II.2.1
II.2.2
II.2.3
II.2.4
II.2.5
II.2.6
II.2.7
II.2.8
II.2.9
II.2.10

Worksheets: Worksheet for Public Law 94-142

Handouts: Parent Packet: Know and Protect Your Children's Rights

COMPONENT II

OBJECTIVE 2

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
State and Federal Legislation	Advocacy is one important way that you can effectively support your child in the educational system. To discover other ways to increase your participation we will look now at the rights given to you, as parents, by current state and federal legislation.	
	(Transparency: Recent Legislation Pertaining to the Education of the Handicapped)	
	Transparency Narration:	OH II.2.1
	1. PL 94-142 To assure that all handicapped children will have available to them "a free, appropriate, public education and related services designed to meet their unique needs."	
	2. PL 94-482 To provide funding for schools to develop programs in vocational education with specific funds designated for handicapped and disadvantaged youth.	
	3. PL 93-112 (Section 504) Section 504 provides that "no otherwise qualified handicapped individual shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."	
	4. Family Educational Rights and Privacy Act Establishes rights and standards concerning the maintenance and access to school records.	

COMPONENT II

OBJECTIVE 2

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Parents' Rights P.L. 94-142	Of the legislation just discussed, the provisions of P.L. 94-142 will have the greatest impact for you, as parents, in working with your school to support your child. The law allows for maximum parent participation in the planning of your child's educational program.	
Provisions of P.L. 94-142	Activity: At this time we will be discussing the important provisions of P.L. 94-142. As each part is discussed, please think about your own child in relation to each provision. Two columns are located at the right of your worksheet: "I am aware of this service," and "I need more information about this provision." Please check the appropriate column for each provision of P.L. 94-142 as it is discussed. *(See transparency worksheet concerning Public Law 94-142.)*	OH II.2.2
	(Transparencies: Rights Given to Parents by P.L. 94-142)	OH II.2.3 through II.2.10
	For your information, a handout entitled, *Know and Protect Your Child's Rights*, has been included in your materials packet. You will find this is a valuable resource should questions concerning P.L. 94-142 and your child's Individual Educational Program arise.	Handout

HOW CAN PARENTS SUPPORT THEIR CHILD'S EDUCATION IN SCHOOL?

COMPONENT II: Participating parents of handicapped children will gain information related to their role in supporting their child's education in the schools.

OBJECTIVE 3: The participants will receive information and knowledge to aid them in making a positive contribution to their handicapped child's career development through the Individual Educational Program.

TRANSITIONAL STATEMENT: Current legislation outlines certain rights and privileges given to parents of handicapped students. Every handicapped child is required to have an Individual Educational Program developed specifically to meet his or her needs. To ensure parental acceptance and involvement in the educational plan, parents are invited to be active participants in its formulation. Objective 3 will give you information to aid you in this participation.

MATERIALS:

Transparencies II.3.1
II.3.2
II.3.3
II.3.4
II.3.5
II.3.6
II.3.7
II.3.8
II.3.9
II.3.10
II.3.11
II.3.12
II.3.13
II.3.14
II.3.15
II.3.16

Worksheets: Take Home Guide for Parents

Handouts: Parent Packet: What Does it Take to Make a Law Work?

Ten Steps to Take When You Are in Conflict with Your School System

Planning Your Child's Education: You Belong on the Team!

COMPONENT II

OBJECTIVE 3

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Positive Contributions Parents Can Make	Transition Statements:	
	Thus far in our sessions we have explored:	
	1. What being an advocate means and ways to effectively advocate for your child in the educational setting.	
	2. Current legislation, the rights and privileges that it allows you, as parents of special needs students.	
	3. Specific provisions of Public Law 94-142 which provide for individual educational planning for your child.	
	The underlying theme of all these topics is: To be effective, your child's education must be a cooperative effort between home and school.	
	As stated earlier, P.L. 94-142 gives parents rights and privileges to be active partners in planning their children's education. Often this type of participation is a new and bewildering experience.	
	Let us now explore some ways that parents can make positive contributions to their children's career development through the Individualized Educational Program.	

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Positive Contributions	*(Transparencies: Parents Can Make Positive Contributions)*	
	I. Know the Law	II.3.1
	II. Work with Other Parents	II.3.2
	III. Work with Professionals	II.3.3
	IV. Use Your Right to Speak	II.3.4
	V. Stop Pleading. Education Is a Right!	II.3.5
	VI. Learn How to Take Part in Planning Conferences	II.3.6
	VII. Insist on Full Evaluation and Clear Goals	II.3.7
	VIII. Be an Active Citizen	II.3.8
Facilitator should use transparency explanation to discuss each point.	Discuss each method of contribution and ask participants for others.	
	In your parent packet, you will find an article reprinted from *Closer Look*. It contains information about the new education law and what it means. It also includes a detailed explanation of the participation suggestions we have just discussed.	Handout: "What Does it Take to Make a Law Work?"

COMPONENT II

OBJECTIVE 3

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Positive Contributions: Participation in IEP Planning Conferences	Of the positive contributions just discussed, the one with the most direct effect on your child's career education will be your involvement in the IEP Planning Conference. We have already learned that you, as parents, are a designated part of the team that develops your child's individual educational program. As part of the team, it is important that you understand the proceedings of the planning conference as well as the responsibilities of the various team members.	
	(Transparency: IEP Conference)	II.3.9
	The IEP planning team is composed of the following members: the chairperson, the administrator, the referring teacher(s), the special education teacher(s), the parents of the child, other individuals at the request of the parents or the school, and a consulting specialist for the child being evaluated for the first time.	
Conference Proceedings	Before you are asked to come to an IEP conference several important steps must first take place: 1. Your child is referred to the committee by the regular teacher for consideration to receive special services.	

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Conference Proceedings (continued)	2. The committee reviews the referral and determines the need for further assessment. 3. Parental consent is then requested for further assessment. 4. The assessment is completed and the results collected. 5. A planning conference is scheduled. The parents are notified of the meeting and invited to attend. A typical IEP planning conference will now be explained with special attention given to the areas where parental contributions are important.	
Functions of the Planning Conference	There are three main functions that the IEP team accomplishes:	
	(Transparency: Sharing Assessment Information) 1. Sharing assessment information. All available information, assessment, and evaluation on the child are examined by members of the team. Each person gives oral input regarding the child. The parent provides important information concerning the home situation. Parents are encouraged to ask what assessments were given and any questions they may have about the results.	OH II.3.10
	(Transparency: Developing and Writing the IEP) 2. Developing and writing the IEP. From the assessment information, the child's present level of educational performance is determined. The next step is to set annual goals. The parent plays an important part in determining	OH II.3.11

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Functions of the Planning Conference (continued)	the goals. The question, "Do the goals set agree with and support my personal expectations for my child's career development?" should be considered. Parents may request additional goals or ask that existing ones be revised. Short-term instructional objectives (teaching steps that lead to reaching the goals) will be written. Support services such as speech therapy and the person responsible for such services will also be designated. Other major parts of the IEP are: Deciding the amount of time the child will spend receiving special education, the beginning date of the services and the expected duration. Finally, when and how it will be decided that the child accomplished the tasks designed for him or her will be determined.	
	(Transparency: Deciding on Placement)	OH II.3.12
	3. The third function of the IEP committee meeting is to decide on the best placement for the child. This is done based on (a) the goals, objectives, and services indicated on the IEP; (b) state eligibility requirements; and (c) the least restrictive environment--which means that a child should be educated to the maximum extent possible with students who are non-handicapped.	
	This placement recommendation, along with the percentage of time the child will spend in the regular classroom will be specified on the child's IEP.	

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Planning Conference (continued)	After these three parts of the IEP planning committee meeting have occurred and if the parents are in agreement, the IEP is approved and their consent for placement is obtained.	
	If, after implementation, the IEP does not meet your expectations, what options are available?	
Due Process	The right of parents to question actions or decisions of schools is clearly written into The Education for all Handicapped Children Act (P.L. 94-142). Legal options for exercising your right to protest are outlined in the law. This right is known as Due Process. But before you take legal steps, you want to use every available channel of communication with school representatives, to try to settle disputes through understanding and persuasion.	
	(Transparencies: Ten Steps to Take When You Are in Conflict with Your School System)	OH II.3.13 II.3.14 (Trainer explanation/ reference accompanies transparencies)
	Transparencies II.3.13 and II.3.14 provide a checklist which can be used to help you take constructive action when things seem to be going wrong with your child's educational program.	
	In your parent materials packet you will find an article, "Ten Steps to Take When You are In Conflict with Your School System" for your information and reference.	Handout

COMPONENT II

OBJECTIVE 3

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Summary Statements	Laws have a tendency to be confusing. It is important to remember that Public Law 94-142--The Education for All Handicapped Children Act--was written to give handicapped children and their parents new rights. These rights, testing and evaluation, the individual educational program, and due process have been discussed in this session. Each part interconnects like pieces of a puzzle but they all need you, the parents, to be sure they fit together . . . and work!	
	To help you accept this challenge and to summarize ways you can be an effective advocate as well as a contributing member of your child's education team, a guide has been prepared. Not every item will apply to you. Find what fits your situation and make use of the information.	Handout Worksheet: Take Home Guide
	For more detailed explanations of each point on the guide, refer to the handout article, "Planning Your Child's Education," included in your parent materials packet.	Handout

COMPONENT II

OBJECTIVE 3

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Summary and Transition to Component III	In this session, many important points about how you, as parents, can contribute to your handicapped child's education in the schools have been made.	
	(Transparencies: Summarization of Component II)	OH II.3.15 II.3.16
	1. You have the right to be an *Advocate* for your child in the educational setting. You can ask for and receive services which are consistent with the requirements of the law and the unique needs of your child.	
	2. You have learned ways that you can become a more effective *Advocate* for your handicapped child.	
	3. You have been given information about current legislation that concerns educational decisions made regarding your child.	
	4. You have studied the provisions of P.L. 94-142, The Education for All Handicapped Children Act, to fully understand the involvement you should have in planning your child's educational program.	
	5. You have discovered ways that you can cooperate with schools by making positive contributions to your child's total educational development.	

ROLE OF PARENT/ ADVOCATE	FACILITATOR PRESENTATION	MATERIALS
Summary and Transition to Component III (continued)	6. You have been given information about ways you can insure that the best program possible is planned for your child. Transition Statements: The role you play in futhering your child's career development in the school is an essential part of the goal of a successful career and life style. Also important to the attainment of this goal is the role you play in your home. In our next session we will explore ways that you can develop your skills in the roles of being a *Model* and *Teacher* for your child. Please bring your parent materials packet containing the "Checklist of Essential Career Development Skills" to the next session.	

APPENDIX B

COMPONENT II

COMPONENT II

Transparencies and Printed Materials

Transparencies

II.1.1
II.1.2
II.1.3
II.1.4
II.1.5
II.1.6

II.2.1
II.2.2
II.2.3
II.2.4
II.2.5
II.2.6
II.2.7
II.2.8
II.2.9
II.2.10

II.3.1
II.3.2
II.3.3
II.3.4
II.3.5
II.3.6
II.3.7
II.3.8
II.3.9
II.3.10
II.3.11
II.3.12
II.3.13
II.3.14
II.3.15
II.3.16

Printed Materials:

Worksheets: II.1.6 Advocacy Worksheet
Public Law 94-142
Take Home Guide for Parents
Know and Protect Your Children's Rights
What Does It Take For A Law To Work?
Ten Steps To Take When You Are In Conflict With Your School System

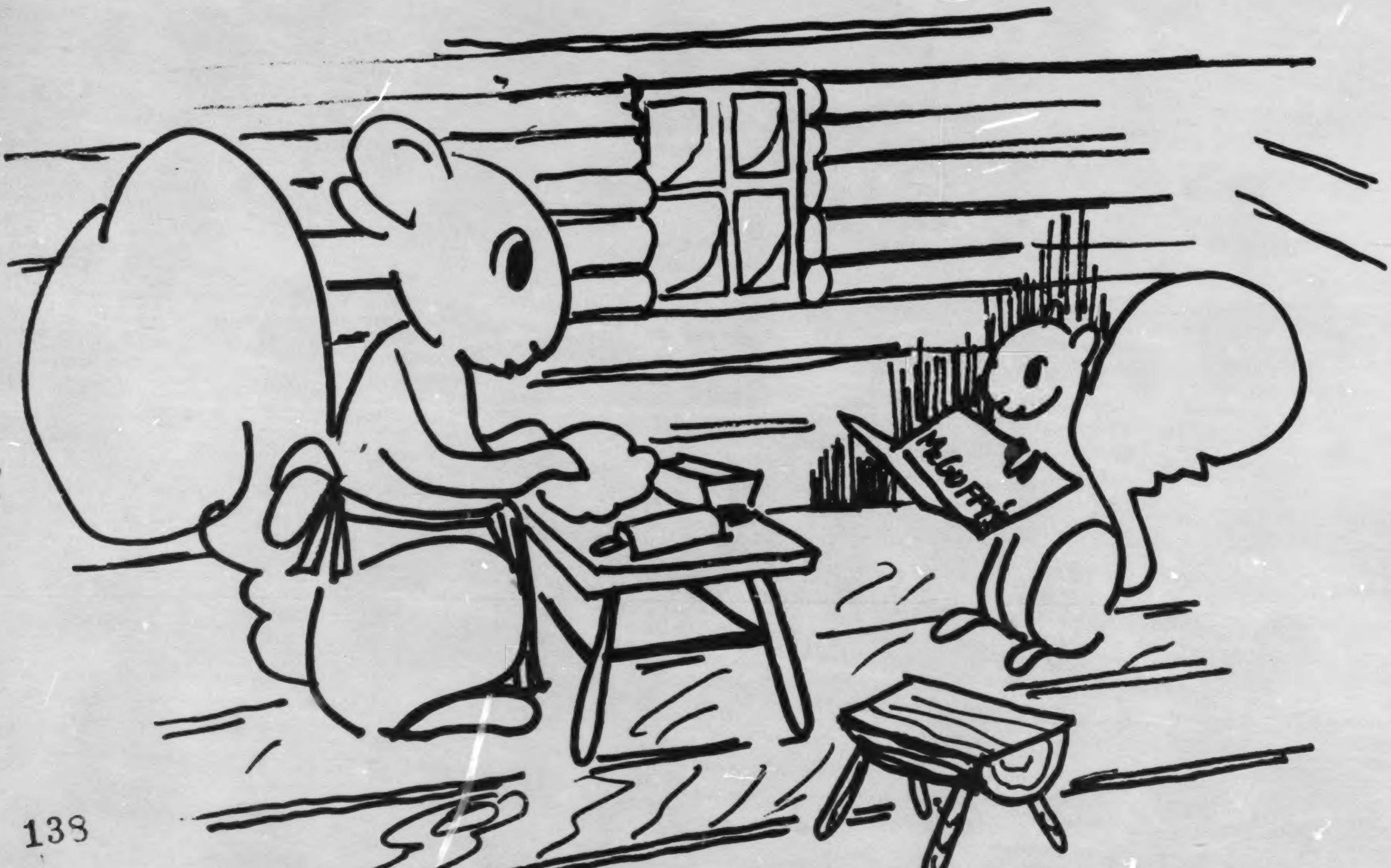
GOAL: TO PROVIDE PARENTS OF HANDICAPPED CHILDREN WITH INFORMATION RELATED TO THEIR ROLE IN SUPPORTING THEIR CHILD'S CAREER EDUCATION IN THE SCHOOLS:

OBJECTIVES: THE PARTICIPANTS WILL RECEIVE INFORMATION AND KNOWLEDGE:

1. To enable them to become more effective advocates for their handicapped child.
2. Concerning Federal and State Legislation which is relevant to the education and placement of their handicapped child.
3. To aid them in makeng a positive contribution to their handicapped child's career development through the individualized educational program.

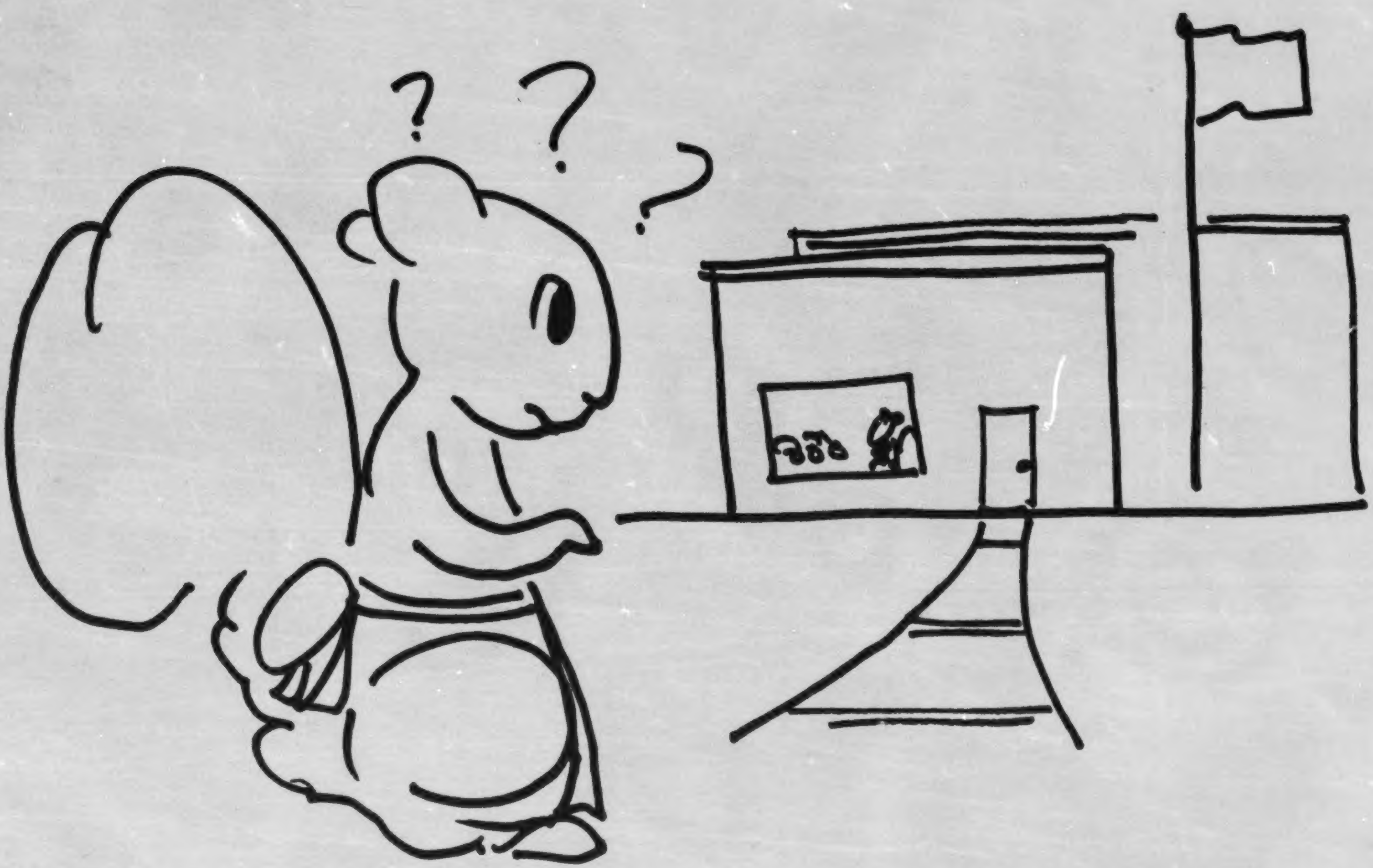
Transparency II.1.2

B-4



Transparency II.1.3

B-5



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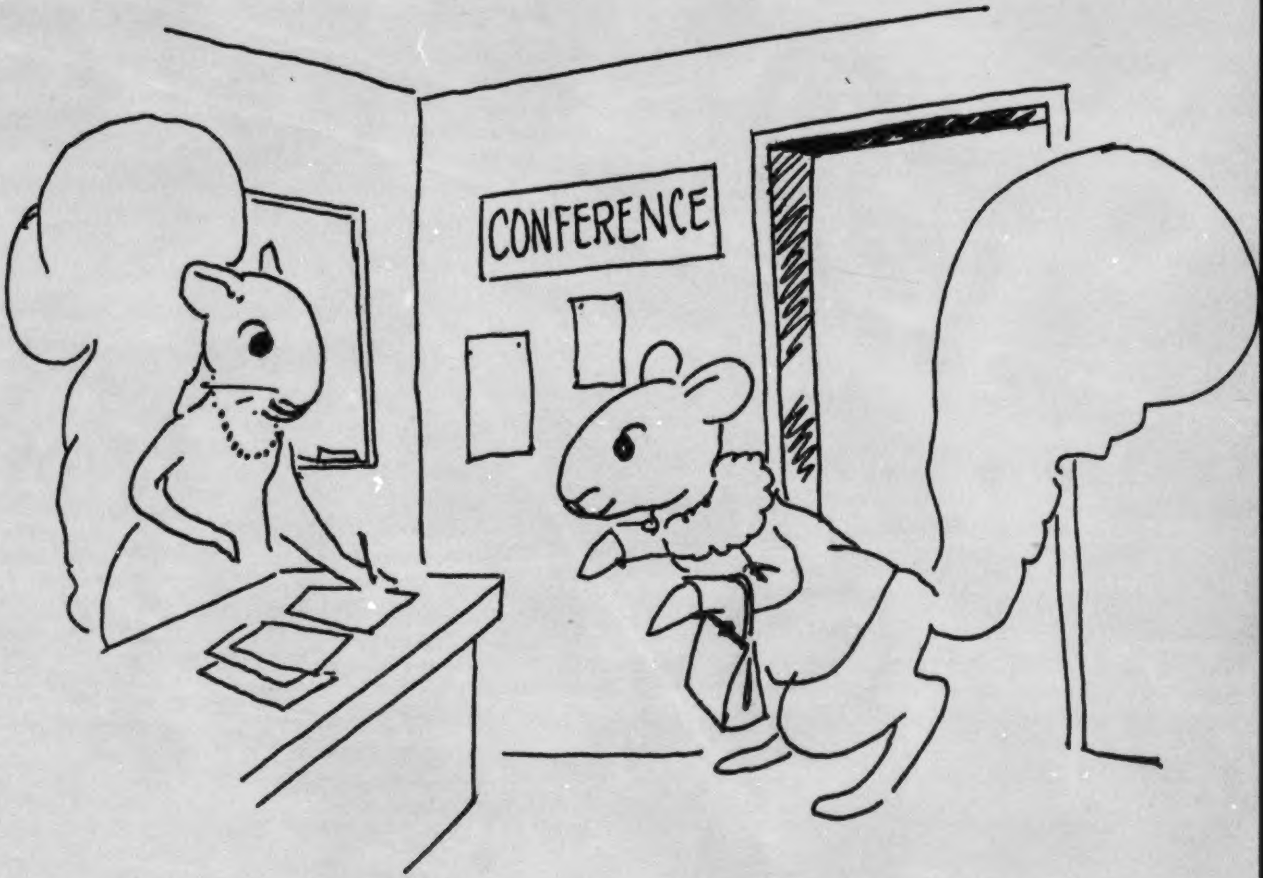

CONFERENCE

B-6

Transparency II.1.5

FUNCTION OF THE ADVOCACY ROLE

THE FUNCTION OF THE ADVOCACY ROLE IS TO ENSURE THE BEST INTERESTS OF YOUR CHILD ARE BEING TAKEN INTO CONSIDERATION.

B-7

COMPONENT II

OBJECTIVE 1

ADVOCACY WORKSHEET

Instructions: In the lefthand column, write ways that you have acted as an *Advocate* for your child in the educational setting. Use the righthand column to write suggestions for new ways to be an effective *Advocate*. These will be offered during our discussion period.

Ways I am Currently Being an *Advocate* for My Child in the School Setting	Other Ways I could be an *Advocate* for My Child in the School
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
	6.
	7.
	8.
	9.
	10.

Transparency II.1.6

WAYS THAT I CAN BE AN EFFECTIVE ADVOCATE FOR MY CHILD IN THE EDUCATIONAL PROCESS

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

Transparency II.2.1

RECENT LEGISLATION PERTAINING TO THE EDUCATION OF THE HANDICAPPED

B-10

PUBLIC LAW 94-142 EDUCATION FOR ALL HANDICAPPED CHILDREN ACT 1975

PURPOSE: To assure that all handicapped children will have available to them "a free, appropriate, public education and related services designed to meet their unique needs".

PUBLIC LAW 94-482 VOCATIONAL EDUCATION AMENDMENT OF 1976

PURPOSE: To provide funding for schools to develop programs in vocational education with specific funds designated for handicapped and disadvantaged youth.

PUBLIC LAW 93-112 SECTION 504 VOCATIONAL REHABILITATION ACT

PURPOSE: Section 504 provides that "no otherwise qualified handicapped individual shall, soley by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

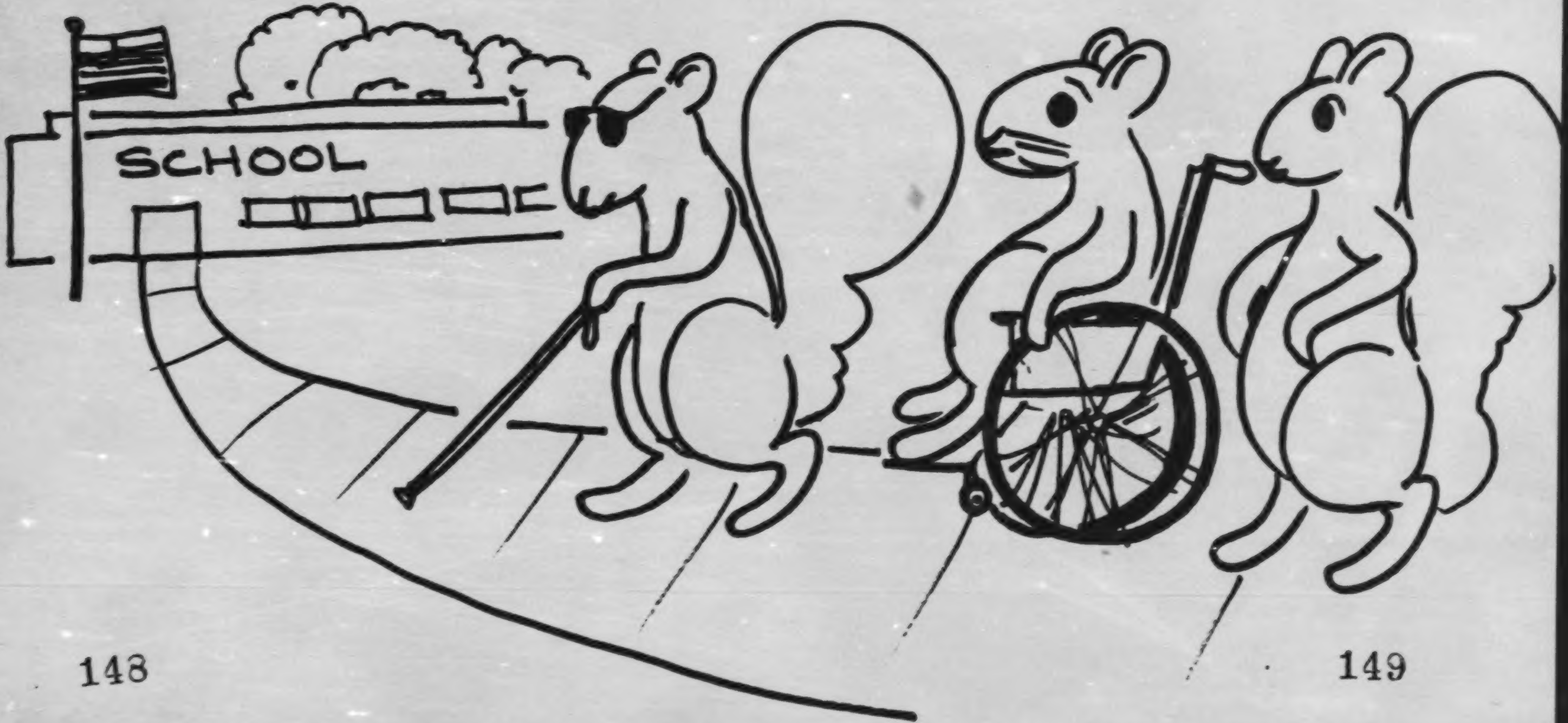
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT 1974

PURPOSE: Establishes rights and standards concerning the maintenance and access to school records.

Transparency II.2.2

PROVISIONS OF P.L. 94-142

1. THE SCHOOL DISTRICT WILL PROVIDE FREE, APPROPRIATE EDUCATIONAL SERVICES TO ALL CHILDREN WITH SPECIAL NEEDS;



COMPONENT II

OBJECTIVE 2

TRANSPARENCY WORKSHEET FOR PUBLIC LAW 94-142
(Education for All Handicapped Children Act, 1975)

Rights of Parents and Children	Aware of Service	Need More Information
1. The school district will provide free, appropriate educational services to all children with special needs.	____	____
2. The school district will identify and evaluate all children who may need special education services.	____	____
3. Special education classes will be located, if possible, in a school where non-handicapped children are educated.	____	____
4. An Individual Educational Plan will be written for each child with special needs.	____	____
5. The Individual Educational Plan for a child will be written *after* the parents and school officials have had a conference to discuss that child's special needs.	____	____
6. The completed Individual Educational Plan will be shown to that child's parents for approval.	____	____
7. As a parent, I have the right to see, correct, and control access to my child's school records.	____	____
8. The school district will transport my child if the educational services that meet his or her needs are located outside my home school boundaries.	____	____
9. *If needed*, the school district will provide a school placement where there are no architectural barriers.	____	____

Transparency II.2.3

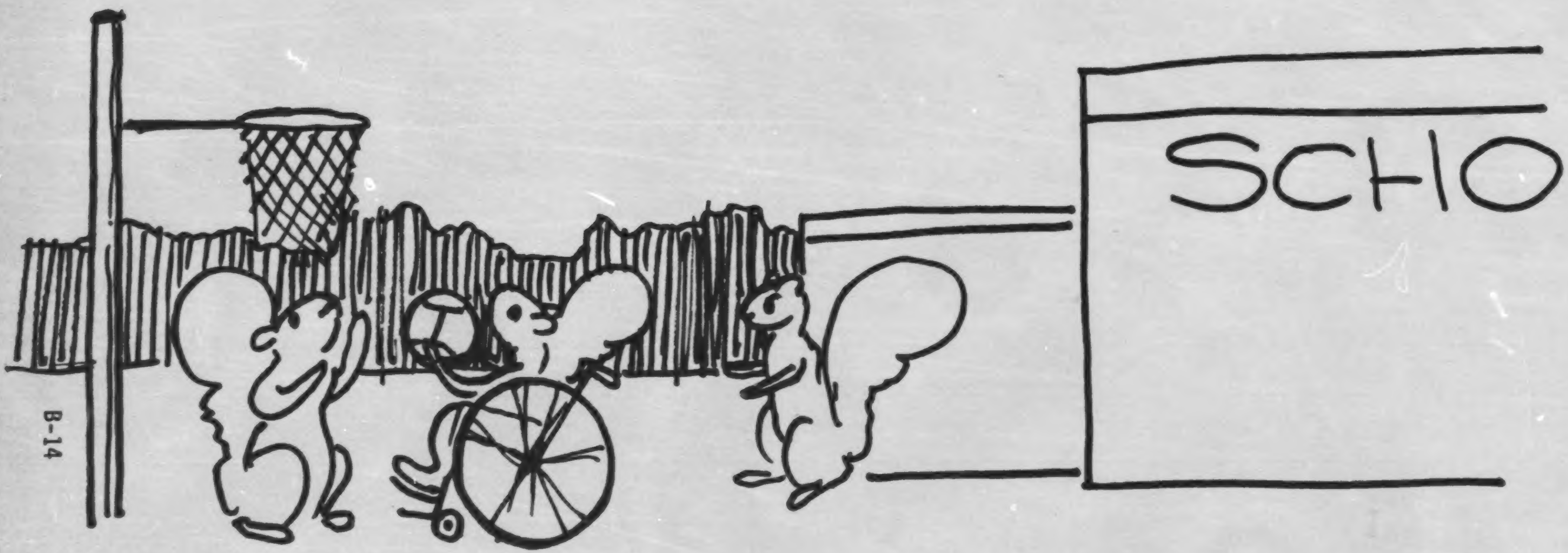
PROVISIONS OF P.L. 94-142

2. THE SCHOOL DISTRICT WILL IDENTIFY AND EVALUATE ALL CHILDREN WHO MAY NEED SPECIAL EDUCATION SERVICES

Transparency II.2.4

PROVISIONS OF P.L. 94-142

3. SPECIAL EDUCATION CLASSES WILL BE LOCATED;
   IF POSSIBLE: IN A SCHOOL WHERE NON-HANDICAPPED
   CHILDREN ARE EDUCATED.

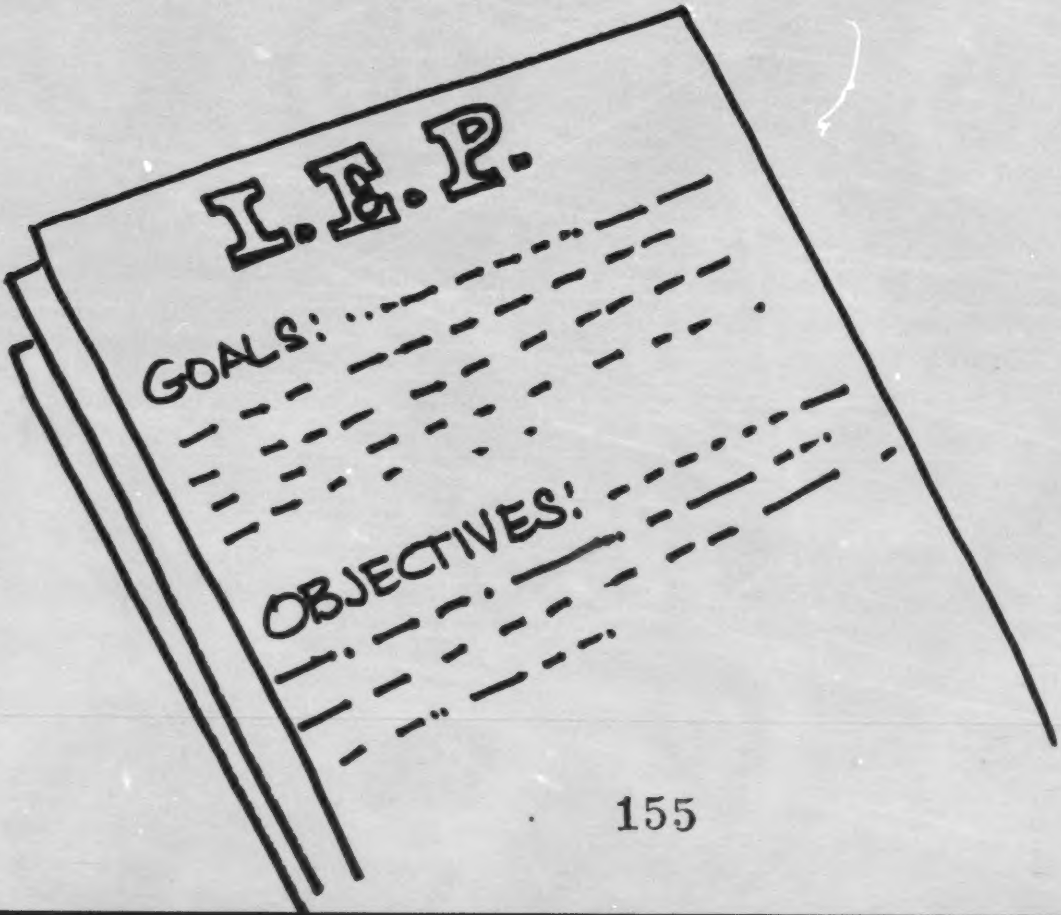


B-14

Transparency II.2.5

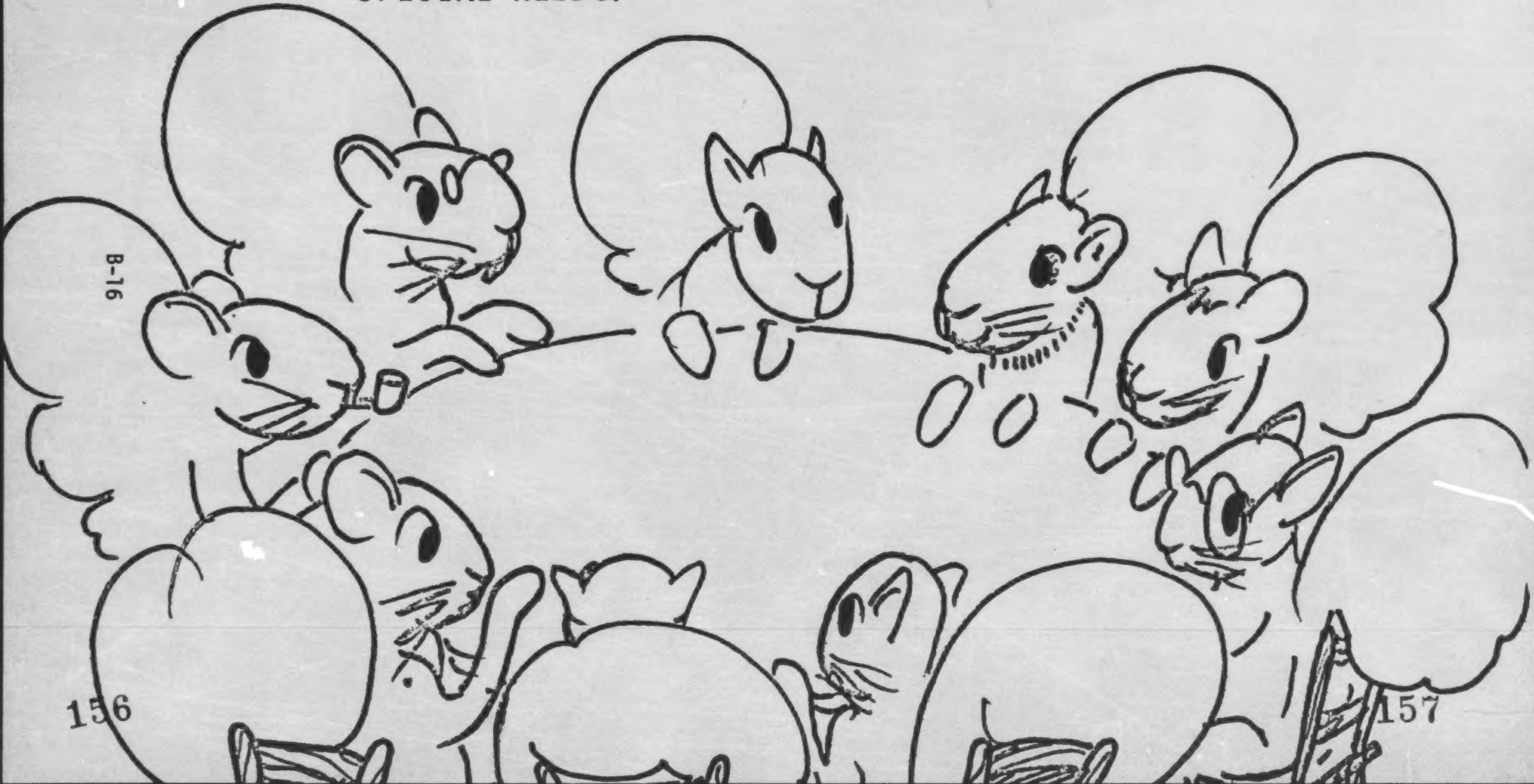
PROVISIONS OF P.L. 94-142

4. AN INDIVIDUAL EDUCATIONAL PLAN WILL BE WRITTEN FOR EACH CHILD WITH SPECIAL NEEDS.


I.E.P.
GOALS:
OBJECTIVES!

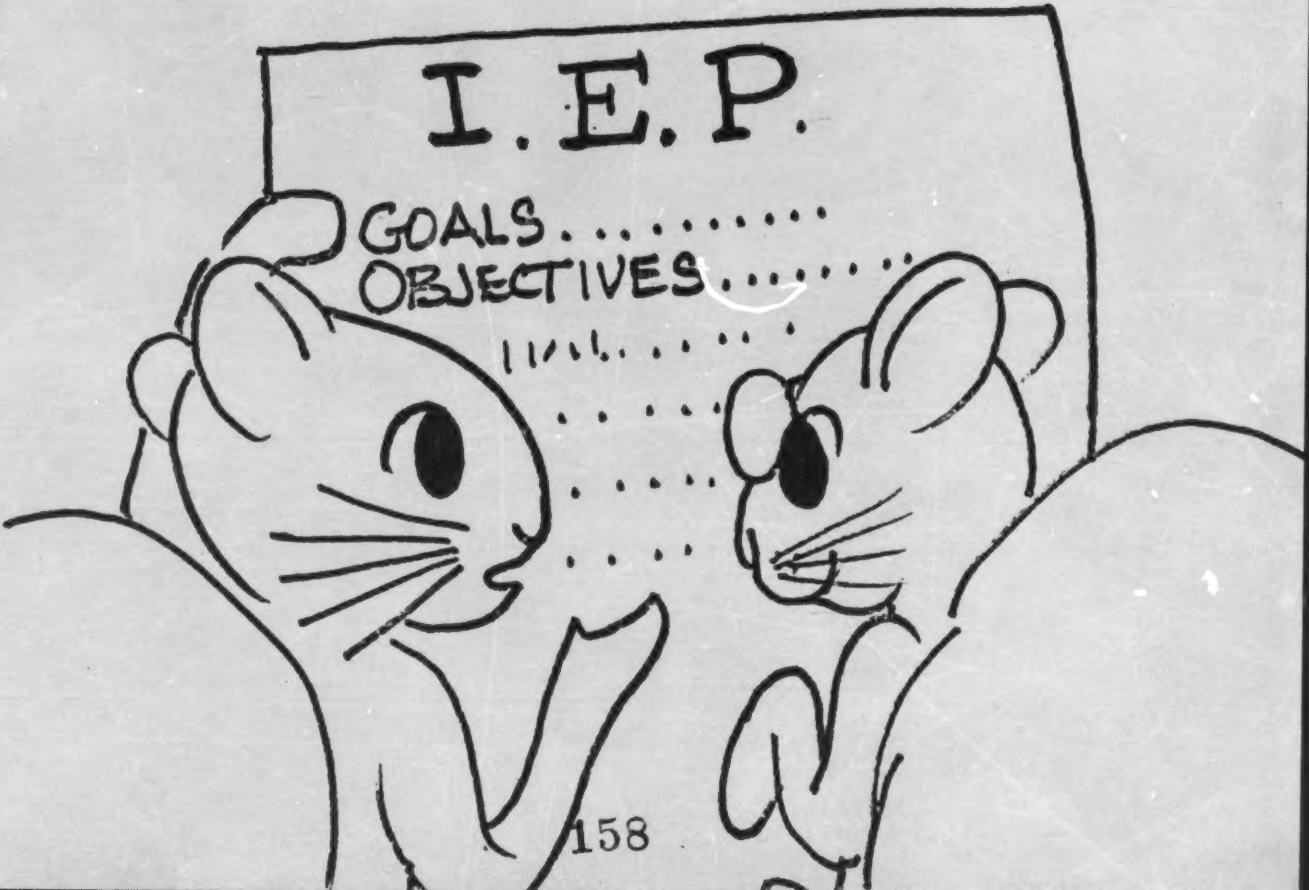
PROVISIONS OF P.L. 94-142

5. THE INDIVIDUAL EDUCATIONAL PLAN FOR A CHILD WILL BE WRITTEN AFTER THE PARENTS AND SCHOOL OFFICIALS HAVE HAD A CONFERENCE TO DISCUSS THAT CHILD'S SPECIAL NEEDS.



PROVISIONS OF P.L. 94-142

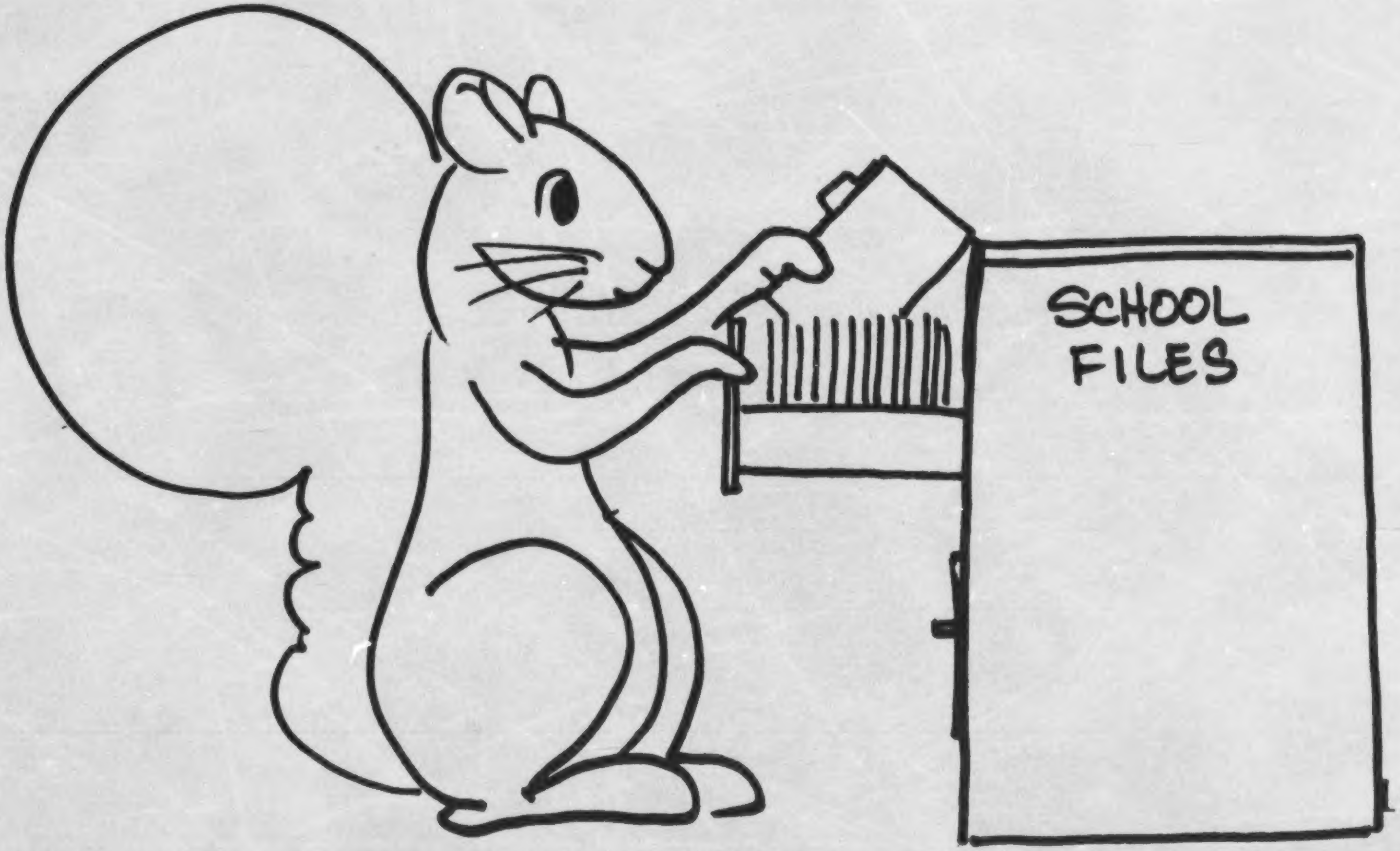
6. THE COMPLETED INDIVIDUAL EDUCATIONAL PLAN WILL BE SHOWN TO THAT CHILD'S PARENTS FOR APPROVAL.


I.E.P.
GOALS.........
OBJECTIVES........

Transparency II.2.8

PROVISIONS OF P.L. 94-142

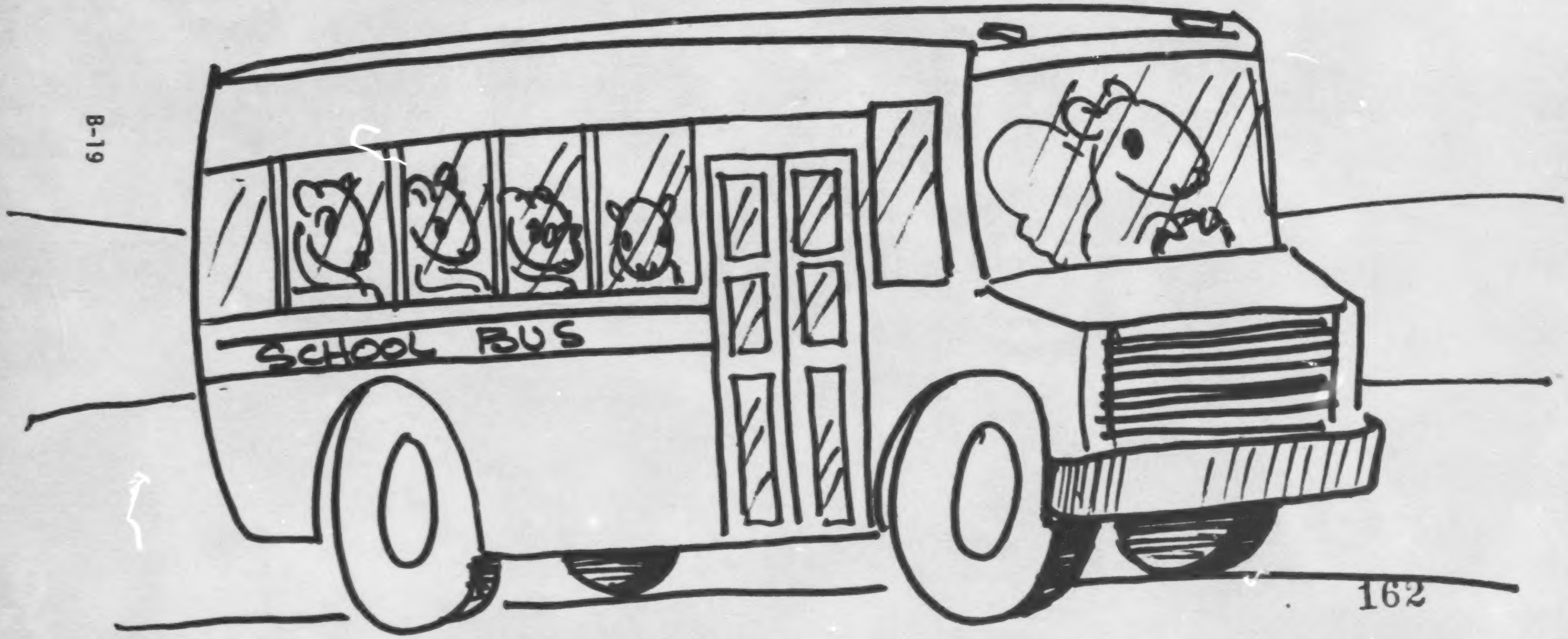
7. AS A PARENT, YOU HAVE THE RIGHT TO SEE, CORRECT IF NECESSARY, AND CONTROL ACCESS TO YOUR CHILD'S SCHOOL RECORDS.



Transparency II.2.9

PROVISIONS OF P.L. 94-142

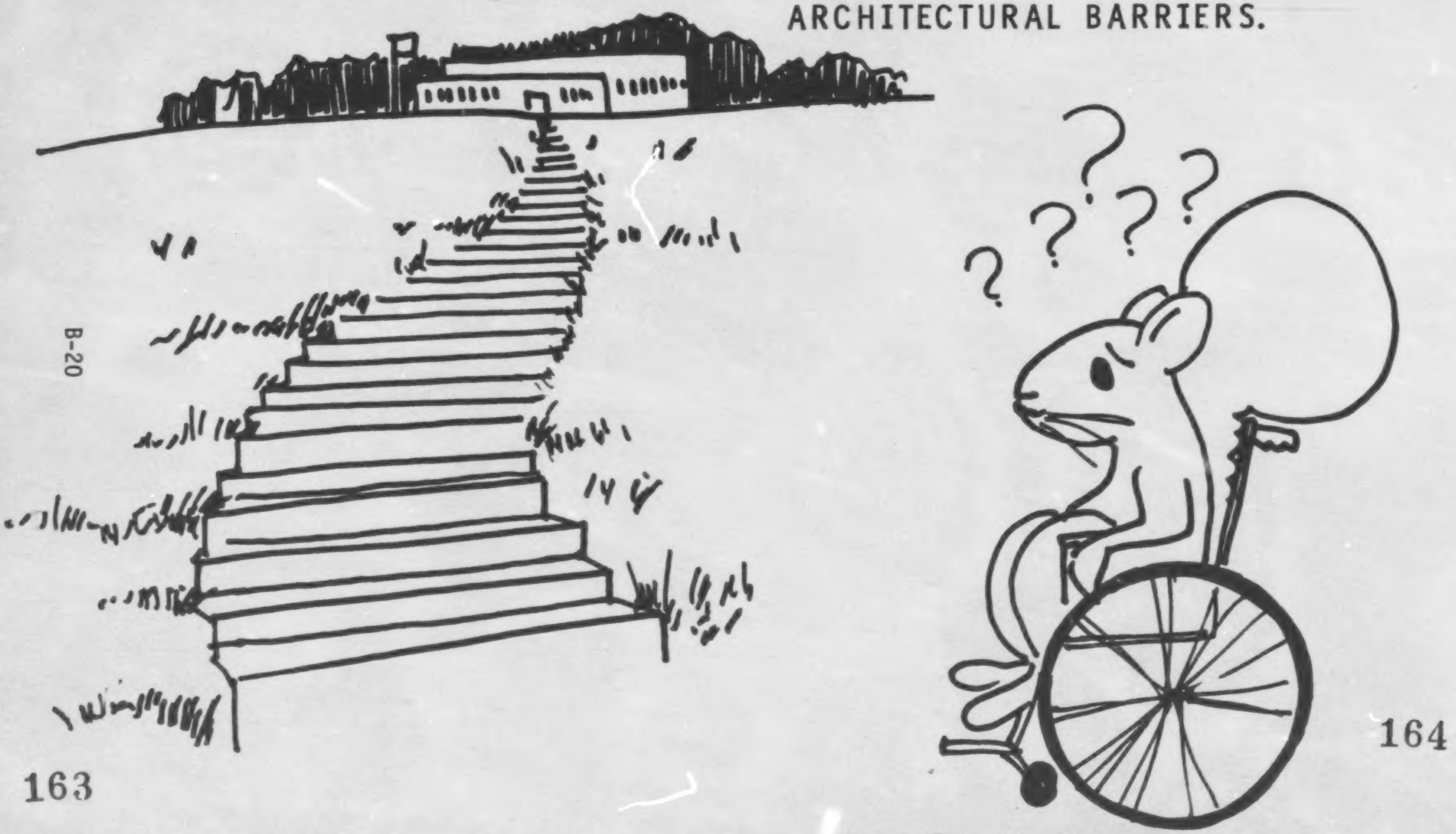
8. THE SCHOOL DISTRICT WILL TRANSPORT YOUR CHILD IF THE EDUCATIONAL SERVICES THAT MEET HIS/HER NEEDS ARE LOCATED OUTSIDE YOUR HOME SCHOOL BOUNDARIES.



B-19

PROVISIONS OF P.L. 94-142

9. IF NEEDED, THE SCHOOL DISTRICT WILL PROVIDE A SCHOOL PLACEMENT WHERE THERE ARE NO ARCHITECTURAL BARRIERS.



COMPONENT II

OBJECTIVE 2

Know and Protect Your Child's Rights*
Supplement for Parents

Rights and Remedies

Does a school district have an obligation to provide educational services to handicapped children?

> Yes. The obligation of the public schools to provide a free appropriate education to all handicapped children is no longer contested. State statutes, federal legislation (P.L. 94-142, the Education for All Handicapped Children Act, and Section 504 of the Vocational Rehabilitation Act of 1973), and judicial decisions, in concert, mandate the provision of *free* educational services to children with special needs. Together these sources of law impose an obligation upon the public schools which parents can enforce by a variety of means.

How do I determine if my child is entitled to special education services?

> It is the responsibility of the school district to identify and evaluate children who may need special education services. If your child is of school age and is mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired (or have another health impairment), or learning disabled, he or she may be eligible for special education services. Even if your child has never been identified as a special needs child having one of these conditions, he or she may still be entitled to special services.
>
> If you perceive that your child is having significant difficulties in meeting the demands of normal school programs, you should request school officials to carefully examine the situation and determine the sources of the problem. You should ask for a written report containing their conclusions and recommendations. If you believe that the school has either failed to identify your child as a special needs child, or has improperly identified your child as requiring special services, you may request a due process hearing.

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*Ernie Beal, "Know and Protect Your Child's Rights: A Parent's Guide," Amicus, April, 1977.

What is special education?

Special education consists of specially designed instruction, provided at no cost to parents or guardians, to meet the unique needs of a handicapped child. It includes classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. Public Law 94-142 mandates that special education services are to take place "to the maximum extent appropriate" in settings where children who are not handicapped are educated with those who are. Special classes, separate schools, or the removal of a handicapped child from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. If you believe that the program provided to your child improperly denies him or her the benefit of "mainstream" education, you should promptly request a due process hearing.

What can I do if I believe that the school improperly determined my child's eligibility for special education services?

If you are dissatisfied with any decision regarding the provision of educational services to your child, you should promptly request a due process hearing. The due process procedures, as emphasized throughout this article, are mandated by law. They represent an important channel for formally resolving any dispute regarding your child's special education program.

Must I accept the school district's assessment of my child's needs? Can I obtain another evaluation of his or her abilities? Who will bear the cost of that evaluation?

The school district's evaluation of your child's abilities and needs is not carved in stone. You have a right to ask the school to reevaluate your child whenever you suspect that his or her present abilities are different from the school's most current evaluation. In addition, the school has an obligation to periodically reevaluate the nature and scope of a child's handicapping condition.

If you are dissatisfied with the school's evaluation services you may wish to arrange for an independent evaluation of your child. Such an evaluation should be performed by a competent diagnostic service. When looking for an independent examiner, you may wish to contact the special education department of a nearby university or a local mental health or retardation program. Such agencies may be able to refer you to someone who can be of assistance.

Under some circumstances the school will assume the cost of such an evaluation. If you desire the evaluation, you should write to the school and request them to pay for this service prior to arranging for the testing services. *A refusal to pay for the evaluation may be an issue for a due process hearing.*

What is an Individualized Educational Plan?

An Individualized Educational Plan (IEP) is a written statement of the educational services which are to be provided to a handcapped child. According to P.L. 94-142, the IEP is to include: (a) a statement of the present levels of educational performance of your child; (b) a statement of the annual goals (including short-term instructional goals) to be attained by the child; (c) a statement of the specific educational services which are to be provided to your child and the extent to which your child will be able to participate in regular educational programs with non-handicapped children; (d) the projected date those services will begin and their anticipated duration, and (e) appropriate objective criteria, evaluation procedures, and schedules for determining, *on at least an annual basis,* whether the goals and objectives established by your child are being achieved.

How is an Individualized Educational Plan developed?

An Individualized Educational Plan is to be determined for each child *following* a conference between the parents and school officials. P.L. 94-142 specifies that "whenever appropriate" the child should participate in this conference. Since an IEP is to be a result of such a conference, you should be alert to any effort by school officials to compel you to accept an IEP which was developed prior to this conference.

Often, school officials will meet informally prior to such conferences to "get their act together." This practice clearly frustrates the intent of the statute. As a parent, you would be warranted in notifying school officials that they are to hold no conferences regarding your child's educational needs without notifying you of the date and time of such conferences and allowing you to participate.

How can I evaluate my child's Individualized Educational Plan?

Once you have participated in the conference with school officials, the school should provide you with a written copy of the developed IEP. You should examine it carefully to determine if:

1. it states your understanding of the goals and objectives for the child which were discussed and *agreed* upon during the case conference;

2. it states those goals and objectives in a manner which is comprehensible to you; and

3. the goals and objectives are stated in concrete terms so that progress towards them can be *objectively* measured by clearly observable signs.

What should I do if I am dissatisfied with my child's Individualized Educational Plan?

Should you become dissatisfied with any stage of the IEP development process or with the final result, you should *promptly* request a due process hearing.

What are my rights with respect to my child's school records?

Parents of students under the age of 18 have a right to see, correct, and control access to student records under the Family Education Rights and Privacy Act. In addition, the Education for All Handicapped Children Act requires schools to maintain a procedure designed to provide "an opportunity for the parents or guardians of a handicapped child to examine all relevant records" related to the child's special education services. Each school is required to establish and publicize the procedure for gaining access to records and removing false or misleading information.

Whenever you desire access to your child's educational records you should notify school officials in writing. The school officials must comply with the request without unnecessary delay. Furthermore, they must permit you to see those records *prior* to any due process hearing relating to the identification, evaluation or placement of your child. In no event can they make you wait longer than 45 days.

If after examining your child's education records you believe that they contain information which is false or misleading, you should *write* the school principal and request its removal. If the school official refuses to remove the information, you should request, again *in writing*, a due process hearing. Even if you lose this hearing, you are still entitled to place a statement in the child's records indicating the portions with which you disagree.

Your child's educational records cannot be released to anyone outside of the educational agency without your consent. Before the school releases any information contained in these records, they must notify you and request your permission.

Can I obtain copies of those records?

Yes. However, the school may charge a fee for these copies. (You may not be charged for the cost of searching and retrieving those records.) They may not charge you for copies if such a charge would effectively prevent you from exercising your right to inspect and review the records.

What can I do if I am denied access to my child's records?

You should promptly request a due process hearing. In addition, you should file a complaint with the Family Educational Rights and Privacy complaint office, U.S. Department of Health, Education, and Welfare, 330 Independence Avenue, SW, Washington, D.C. 20201.

What are the obligations of the school district with respect to transportation for handicapped children?

At a minimum, a school district has the *same* obligations with respect to transporting handicapped students as it assumes when transporting non-handicapped students. Thus, where school policy mandates transportation for certain non-handicapped students (usually because they live beyond a certain distance from the school) the same or equivalent transportation services must be made available to handicapped students.

In addition, the obligation to provide a "free appropriate education" imposed by P.L. 94-142 includes not only educational services but also such related services as are essential to permit a handicapped child to participate in special education programs. Transportation is included within the ambit of "related services" under that statute.

Thus, in circumstances where a child will be denied the opportunity to participate in special education services unless he or she is transported to school, the school must provide the means by which that child will get to school. Such a service must, of course, be provided free.

What can I do if the school district refuses to transport my child?

If the school refuses to provide *free* transportation services to your child you should promptly request a due process hearing.

Does the school have any obligation with respect to eliminating or preventing architectual barriers in public school buildings?

Yes. The Federal Architectural Barriers Act of 1968 requires that buildings and facilities financed in whole or in part with federal funds (as most schools are) meet certain accessibility standards.

Also, Section 504 of the Rehabilitation Act of 1973 prohibits federal recipients, i.e., public schools, from discriminating on account of handicap. Therefore, barriers which deny a child's access to a public education would be prohibited under this section. Additionally, every state and many localities have enacted legislation requiring barrier free design in facilities built with public funds. An inaccessible facility built after the effective date of such provisions would be subject to its sanctions.

What can I do if my child is denied placement because the school is not barrier free?

The failure to place a child in the most appropriate program solely because the school district failed to plan for accessibility in the construction of its building is a disgrace. It is the type of indignity which should be vigorously contested.

Complaints concerning the inaccessibility of any public school facility may be in the form of a letter which should be sent to:

The Office of Civil Rights
Room 3460-N
Department of Health, Education and Welfare
340 Independence Avenue, SW
Washington, D.C. 20201

Bureau of Education for the Handicapped
U.S. Office of Education
7th and D Street, SW
Washington, D.C.20202

Update*

Who must bear the cost if my child is placed in a private educational setting by a public agency based on the child's IEP?

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*"Update," Amicus, Special Report, July, 1977.

If you child is placed in a public or private residential school or facility by a public agency, in order to provide him with special education and services, the agency must bear the program cost, including room and board and non-medical care.

What responsibility does the local educational agency have toward my child if I place him in a private school?

Even if you place your child in a private school, the local educational agency must still provide genuine opportunities to participate in special education and related services not available at the private school. Should you decide to take advantage of these opportunities, the local educational agency must provide education and services comparable to those provided to handicapped children in public schools, and must also supervise the administration of these services.

Who will evaluate my child to assess his needs? Where can I obtain an independent evaluation?

All evaluations must be done by a multidisciplinary team including at least one teacher or specialist in the area of the suspected disability. Should you desire an independent evaluation, the public school must, upon your request, tell where such an evaluation can be obtained.

Must I accept my child's special education placement?

Your child must be placed as close to your home as possible. You have a right to object to your child's educational placement *solely* on the basis of distance.

What information must be given in a meeting notice? What rights do I have at the first IEP meeting?

When you are given notice of a meeting regarding your child's services, the notice must include the purpose of the meeting, and those persons who will attend as well as the date and time. When an IEP meeting is held and your child has been evaluated for the first time, a member of the evaluation team must be present, or a teacher (or other person) who is familiar with your child, the evaluation procedures, and the results of the evaluation.

What are my rights with respect to my child's school records?

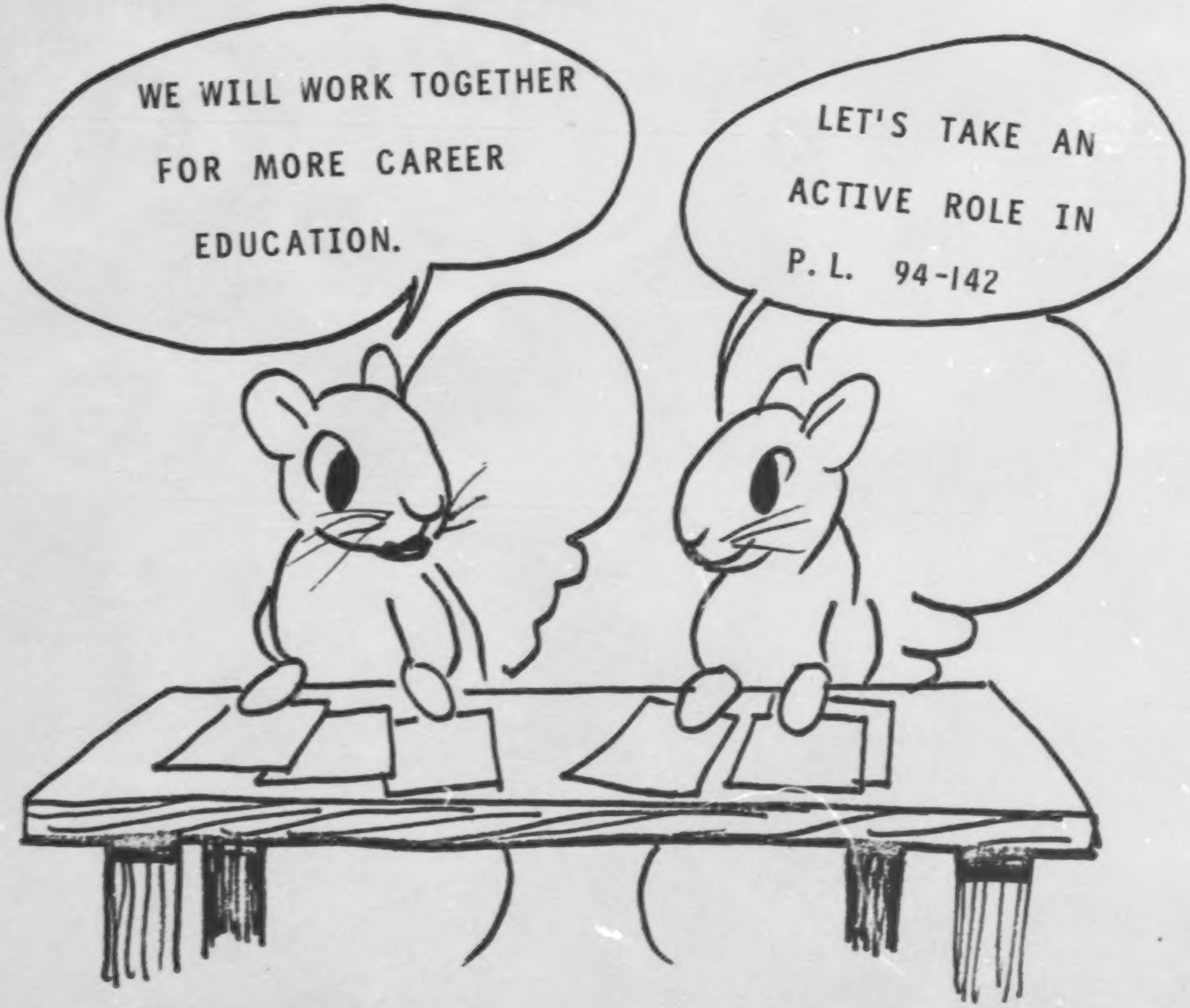
You have the right to inspect your child's education records prior to any meeting or hearing relating to the identification, evaluation or placement of your child. You also have the right to have your representative inspect your child's education records. Personally identifiable information no longer needed by the school must be destroyed at your request.

Transparency II.3.1

KNOW THE LAW: P.L. 94-142 and STATE REGULATIONS

Transparency II.3.2

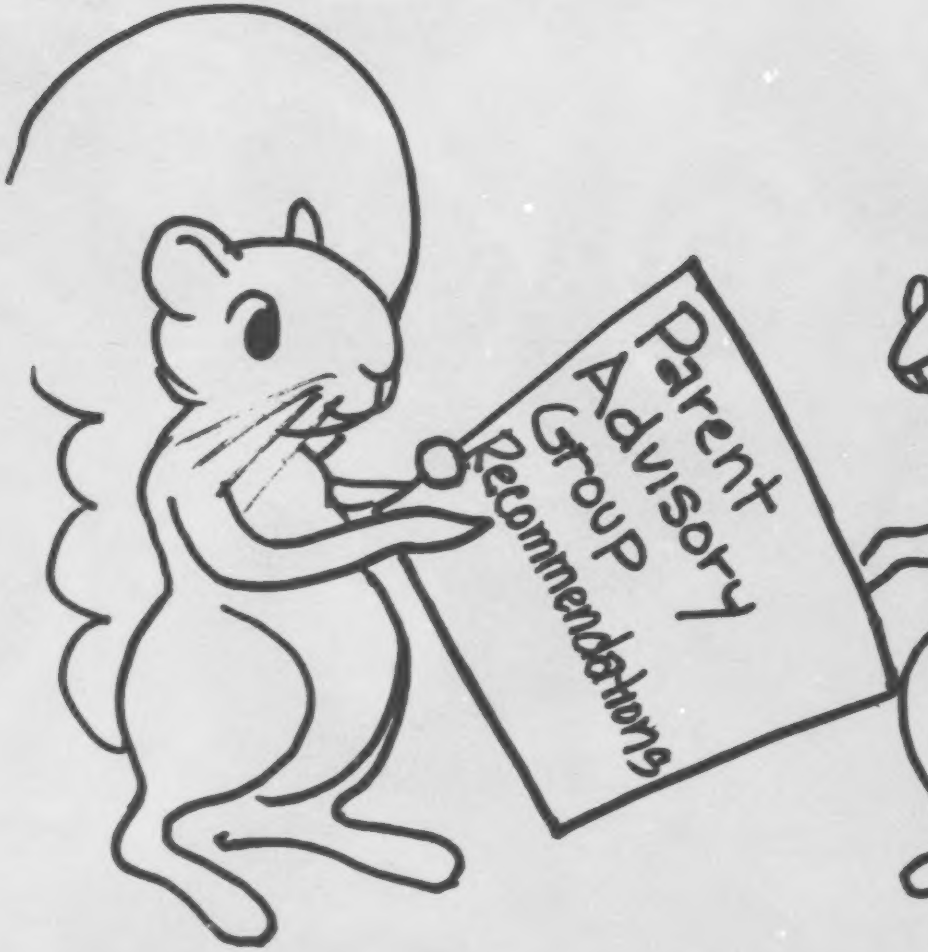
WORK WITH OTHER PARENTS


WE WILL WORK TOGETHER FOR MORE CAREER EDUCATION.
LET'S TAKE AN ACTIVE ROLE IN P. L. 94-142

B-30

Transparency II.3.3

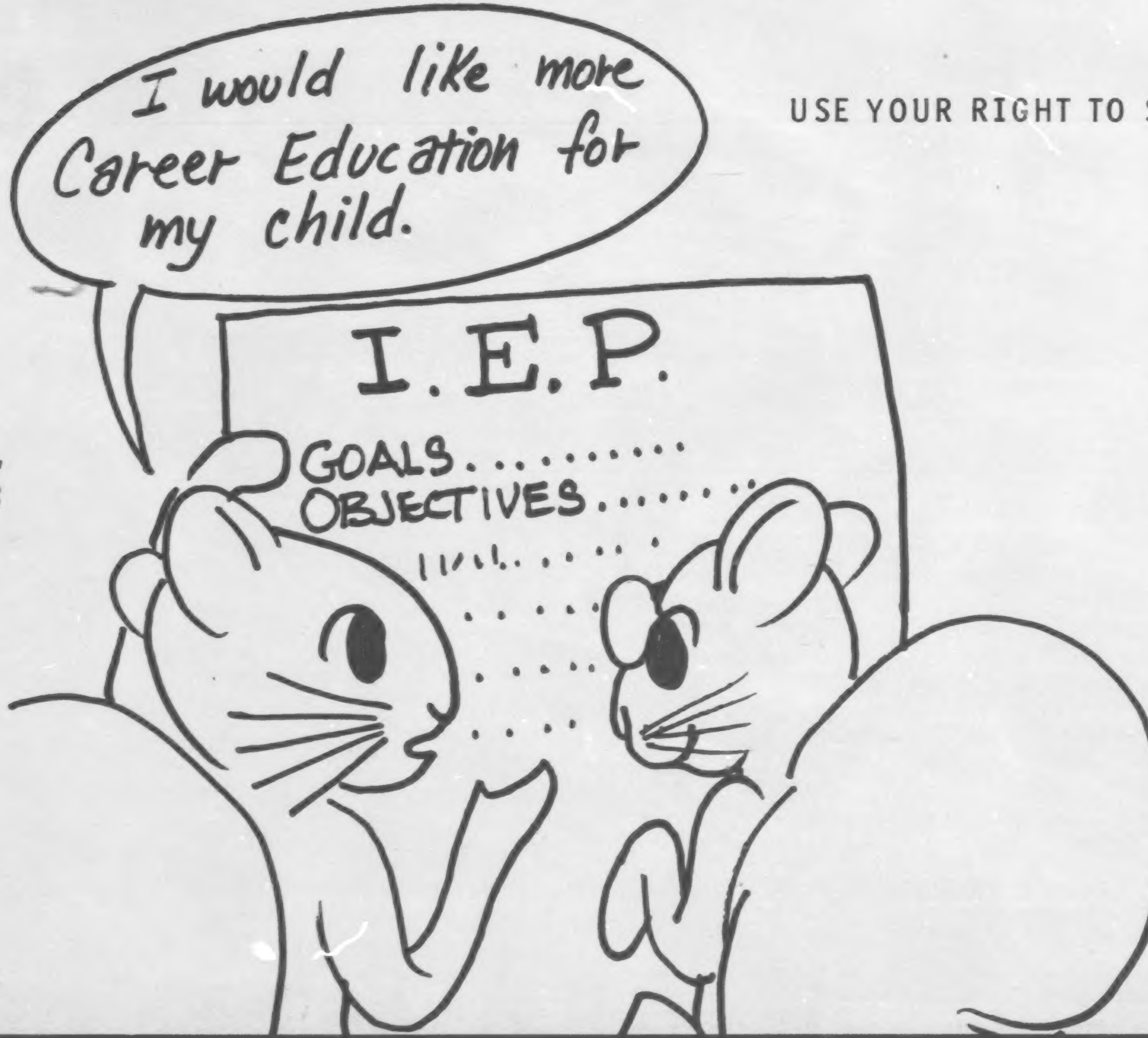
WORK WITH PROFESSIONALS


Parent
Advisory
Group
Recommendations

B-31

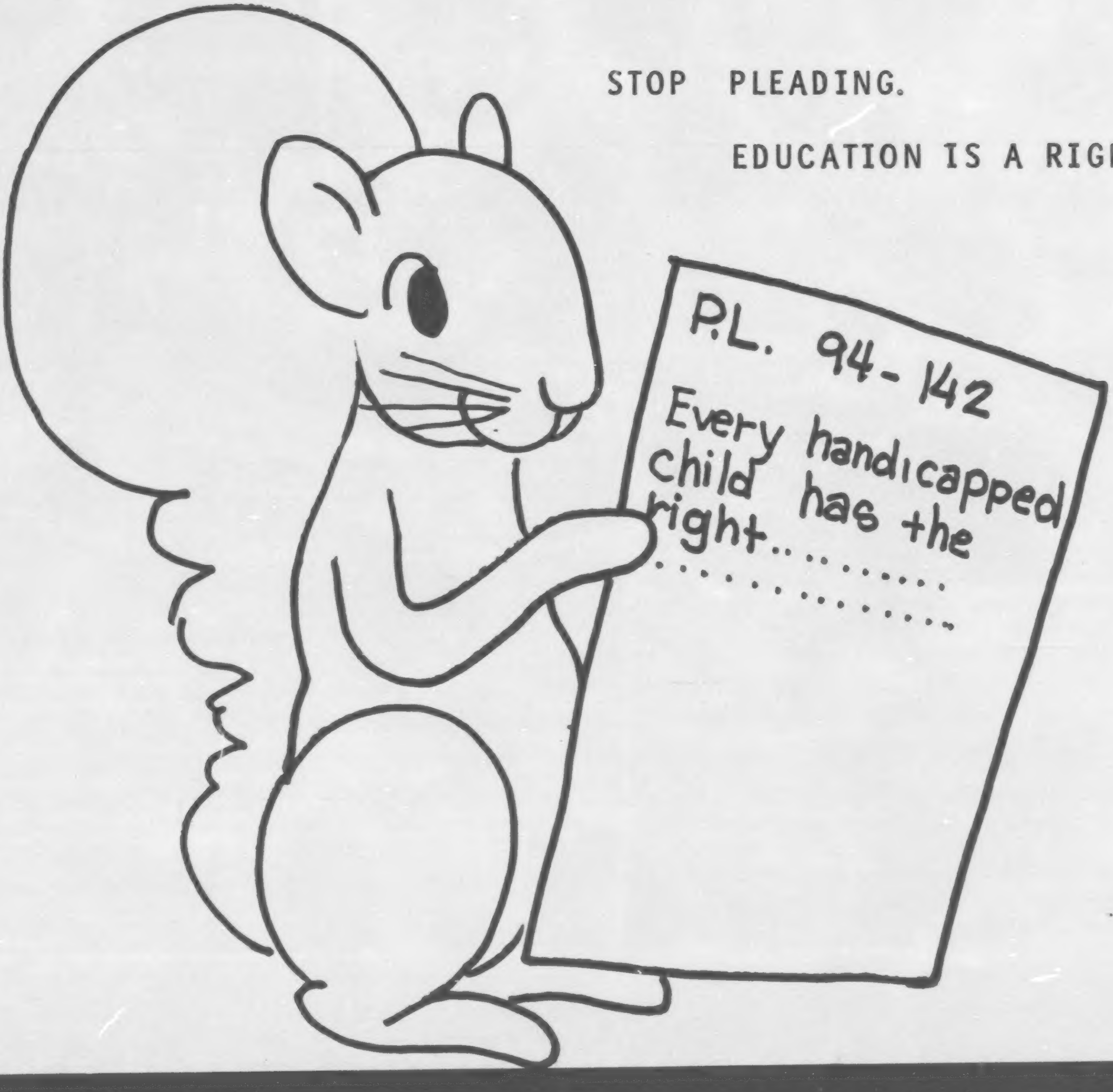
Transparency II.3.4

USE YOUR RIGHT TO SPEAK


I would like more Career Education for my child.
I.E.P.
GOALS..........
OBJECTIVES.........

B-32

Transparency II.3.5


P.L. 94-142
Every handicapped child has the right..........
....

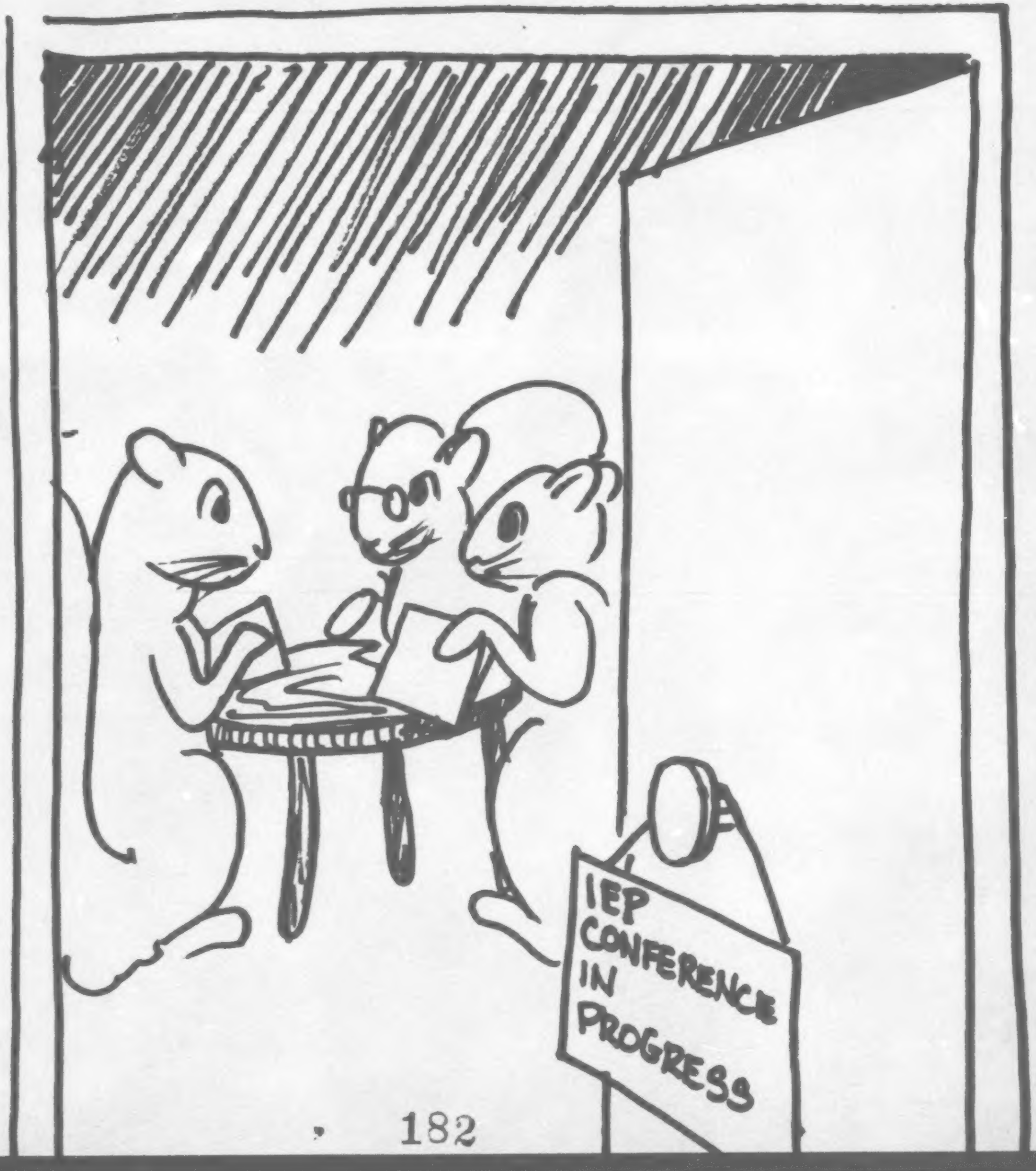
STOP PLEADING.

EDUCATION IS A RIGHT!

Transparency II.3.6

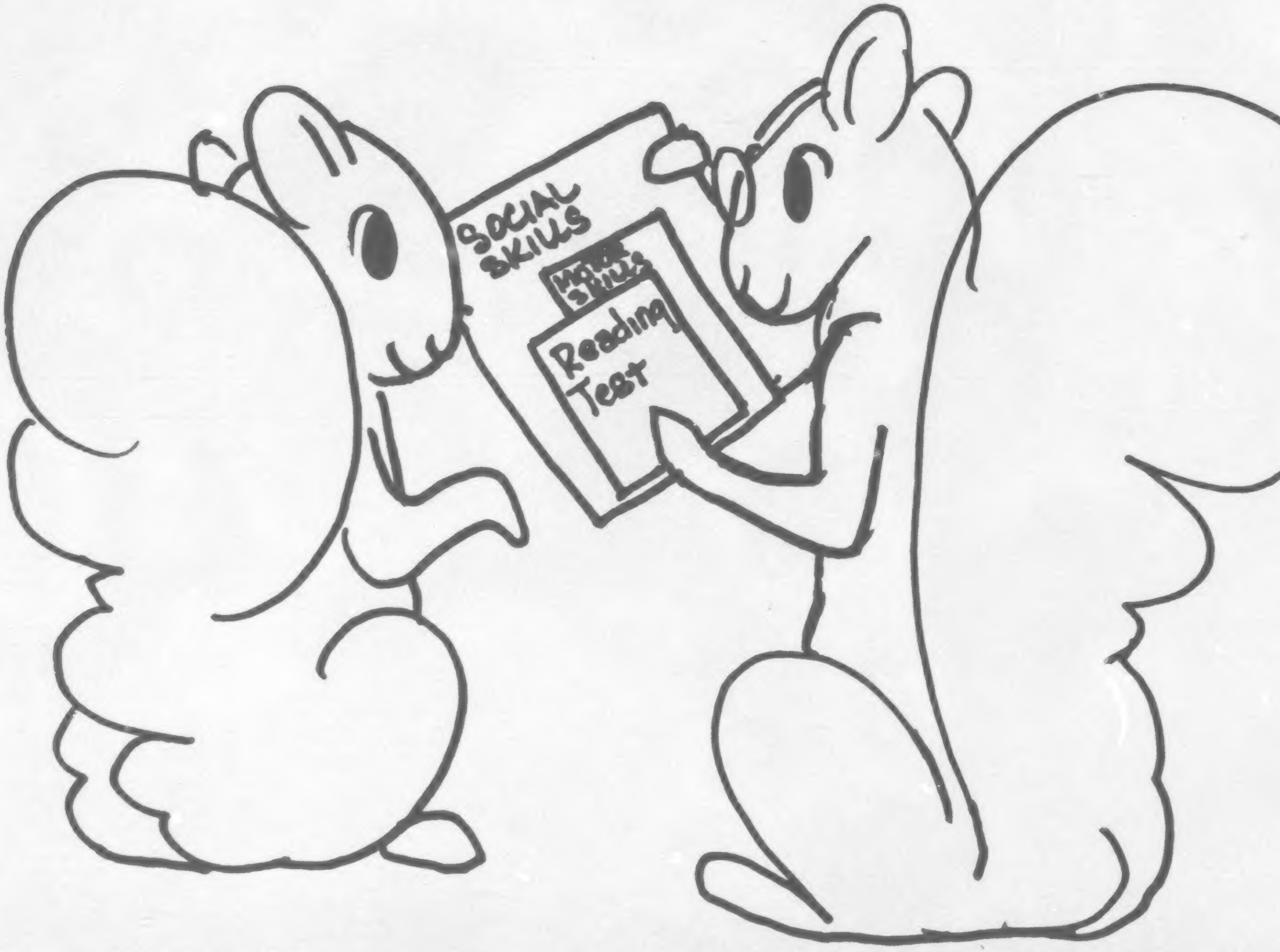
LEARN HOW TO TAKE PART IN PLANNING CONFERENCES

B-34


IEP CONFERENCE IN PROGRESS

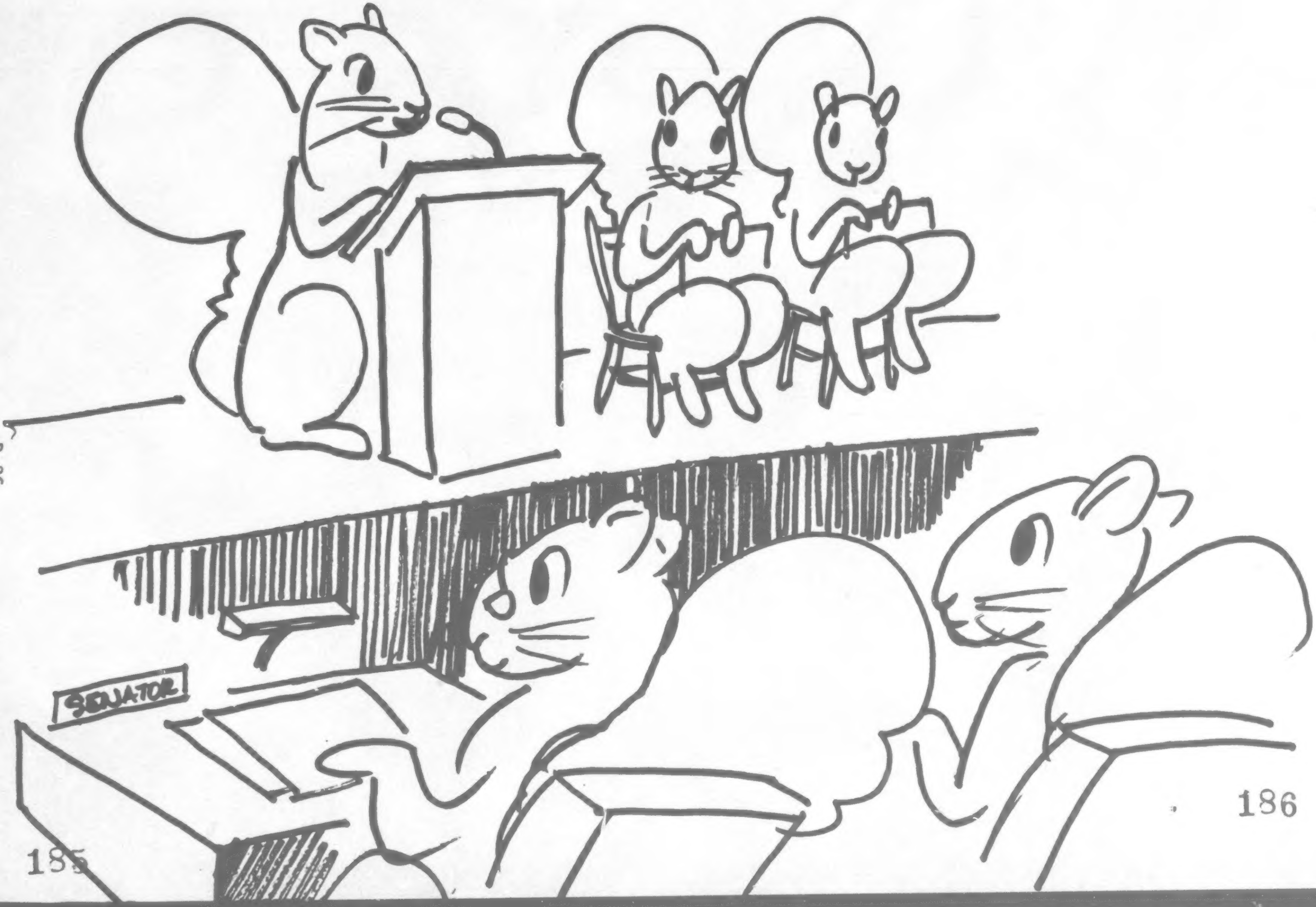
Transparency II.3.7

INSIST ON FULL EVALUATION AND CLEAR GOALS


SOCIAL SKILLS
MOTOR SKILLS
Reading Test

Transparency II.3.8

BE AN ACTIVE CITIZEN



B-36

COMPONENT II

OBJECTIVE 3

What Does it Take to Make a Law Work?*
Suggestions for Parents

"Laws are great--but from experience, do you know what it takes to carry them out? . . . If you have a system that is willing to help, then you will never have a case of parents versus the school, but when you have hostile administrators and principals . . . that is a different story. From my own experience, it takes dollars, frustration and time--which in a child's life is a scarce and precious thing."

This letter came from a mother who is fighting hard for good schooling for her daughter. It is only one of many letters received by *Closer Look* which pour out of stories of unresponsiveness and delay.

The fact is that the passage of new legislation will not bring about easy or quick changes. Due process, legal provisions for including parents in decisions about a child's education, won't add up to instant solutions to problems that have been around a long time. Change is going to take a lot of work.

Parents are struggling hard to win good school placement for children who in the past have been very poorly served, or totally neglected. They're waging pioneering battles--some of them ending in court--to stick up for what they know now is right. But it's a tough process. Parents still too often stand alone against a hard line of resistance, and often find only token efforts to help their children.

The hope of the new law lies in the possibility it offers that there *will* be a surge of progress in programs that can meet the complex learning needs of *all* children. But we're just now taking the first steps. Each of us has to help make the law work--for our own children, and for others. Administrators and special education are getting set for new practices. Parents must too.

How can parents get ready for this job? We have some ideas to offer--as a beginning. This is not a full-blown blueprint for action . . . but we hope you'll use it as a springboard for discussion, for planning and for *doing*.

Know the Law

You need to be fully informed about regulations covering the law. Parent organizations can be forums for learning the law--and the ways that parents can make sure it does what it was meant to do. Workshops, parent training sessions, problem clinics, role-playing--all can help sharpen parents' ability to implement the law by using it. (For a copy of P.L. 94-142, write to your Congressman, or order it from the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402. 45 cents per copy.)

It is essential that you know what your state special education law says, too. Some states now mandate that educational services for a handicapped child start at birth. What age does your state start providing services? You need to know what specific steps to take to get the services you need; these vary from state to state--even from district to district. Parent groups can perform a big service by publicizing this kind of information on a mass scale. (Your State Department of Special Education will be able to help you by supplying information about federal and state legislation.)

Work with Other Parents

If you are not already a member of a consumer organization composed of parents or of handicapped persons, we urge you to join one. Your single voice is important--but the voices of people who have banded together are far more effective. Experienced parents can help others who may be just starting out. Find out if a coalition of consumer organizations exists in your area. Get in touch with them, go to their meetings, get involved. It will take a lot of united action to raise educational standards, to get funding for new programs, to eliminate barriers and to create a climate of acceptance.

Work with Professionals

Communication between parents and educators must be strengthened. Each group needs to learn the concerns and priorities of the other, to listen with respect and to share equally in the responsibility of making and carrying out decisions.

Knowing how to get across your point of view without arousing anger and resistance is an art--and worth practicing. If we don't try to find a scapegoat to blame, but really try to think together of what's best for a child, we can go a long way. This covers decisions made in different settings, all the way from conferences with teachers and principals to sitting on State Advisory Panels. The new law provides that these panels be set up on a statewide basis, with opportunities for consumers and parents to sit at the same table with professionals to thrash out problems.

Advisory groups can exert strong pressure--or they can be weak and ineffectual. It's important that experienced parents serve on these groups, talk up for needed service, and get strong backing from members of local chapters of parent and other advocacy organizations.

Use Your Right to Speak!

All plans written by state and local governments for providing special education services must be open for review and comment by consumers before they are adopted. These plans play a vital part in shaping services; parent groups can find out when they are available from state and local Departments of Education. Read and review these documents with care . . . and communicate your concerns. If there are glaring needs that you feel are not being filled, say so.

Stop Pleading. Education Is a Right!

Parents have lived so long with old, downgrading attitudes toward the handicapped that this change is hard to make (even though we may not be aware of it). Many have come to expect discriminatory practices. The laws now say they must end. *Every handicapped child has the right to an educational program that fits his special needs, the same right as any other child to learn.* Parents should settle for no less.

Learn How to Take Part in Planning Conferences

The heart of the new special education law lies in the provision for individual educational planning to meet the unique needs of each child. Parents, by law, must be included on the team that decides the *what, where* and *how* of plans designed to help their children learn.

For many parents, educational planning conferences may be the first time they've been at meetings with school officials and professionals--and they may feel unsure of themselves. It helps to remember that you, as a parent, have a unique understanding of your child--and a point of view that must be clearly heard. It takes a mix of ideas, sometimes real conflict, to come up with a plan that's worth trying. Nobody "knows it all."

If you don't understand what the professionals are saying, ask questions. (Don't be afraid to ask what you think may be a "dumb question." That's probably just the thing others want explained, too--but were too intimidated.) Be sure that jargon is translated into plain, understandable language.

Keep you own file about your child--including all the diagnostic information you've gathered, records of conferences, observations you've made about your child's behavior, needs, strengths and problems. Remember that you have a right to see your child's school records! All of this "homework" will help you when crucial decisions are being made.

The goal of team planning is to figure out the most appropriate services that can be brought together to help a child learn what he is ready to learn, the way he learns best. It's important that parents really are equal partners with educators in exchanging opinions and evaluating what is proposed. This takes preparation--and we hope that parent groups in every state will develop training programs for parents that get down to the nuts and bolts of conference-participation. *This also means training experienced parent advocates to accompany paents to team-planning meetings, when necessary.*

Remember: Don't Compromise--Insist on Full Evaluation and Clear Goals

Whatever tests are used, it's important to know about all facets of a child's development--including physical, motor, self-care, communication, social and emotional maturity. Parents should insist that evaluation is thorough--and be completely informed of the results.

Once again, if you don't understand what professionals are saying, ask questions. Your comprehension of diagnostic information will be one of your most valuable tools in your ability to judge the value of a program--and to stand up for an appropriate one (some parents take tape recorders to conferences to make sure of total recall).

Also, according to the new law, parents have the right to an independent evaluation of a child's problem by a professional of their own choosing. When educational goals are set, parents should know what they're all about. What changes in behavior are expected? How can parents and teachers work together to make them happen?

The old way was to put children into special education programs and forget about them. The law now requires that review take place at least once a year. But more than that--it's necessary to keep a dialogue between school and home going, to observe what's really happening with keenness and sensitivity, to talk over problems with teachers, and ask for changes in approaches when they seem to make sense.

Be an Active Citizen

Let your representatives--on local councils, in state legislatures, and in Congress know that tax dollars spent on special education services, mental health services and the other community services that are needed will, in the end, save even higher costs--and lives.

We hear from parents who say that the "deck is stacked" against them, that some hearing officers are really not impartial but are biased in favor of the status quo, that they, the parents, have stood alone in 15-hour sessions into the wee hours of the morning pleading for a fair chance for a child, that children are put into classrooms just because the space happens to exist--not because they fit children's needs.

We hear good things too, and we hope for more. Our hearts go out to the gutsy and lonely fighters for their courage, and hope that we're making headway into a day when the process of protest will hardly ever be needed. It's a huge job. There are still miles to go--but it was through consumer action and determination that we ever got this far in the first place.

The law is a great promise. It's up to all of us to make it a reality.

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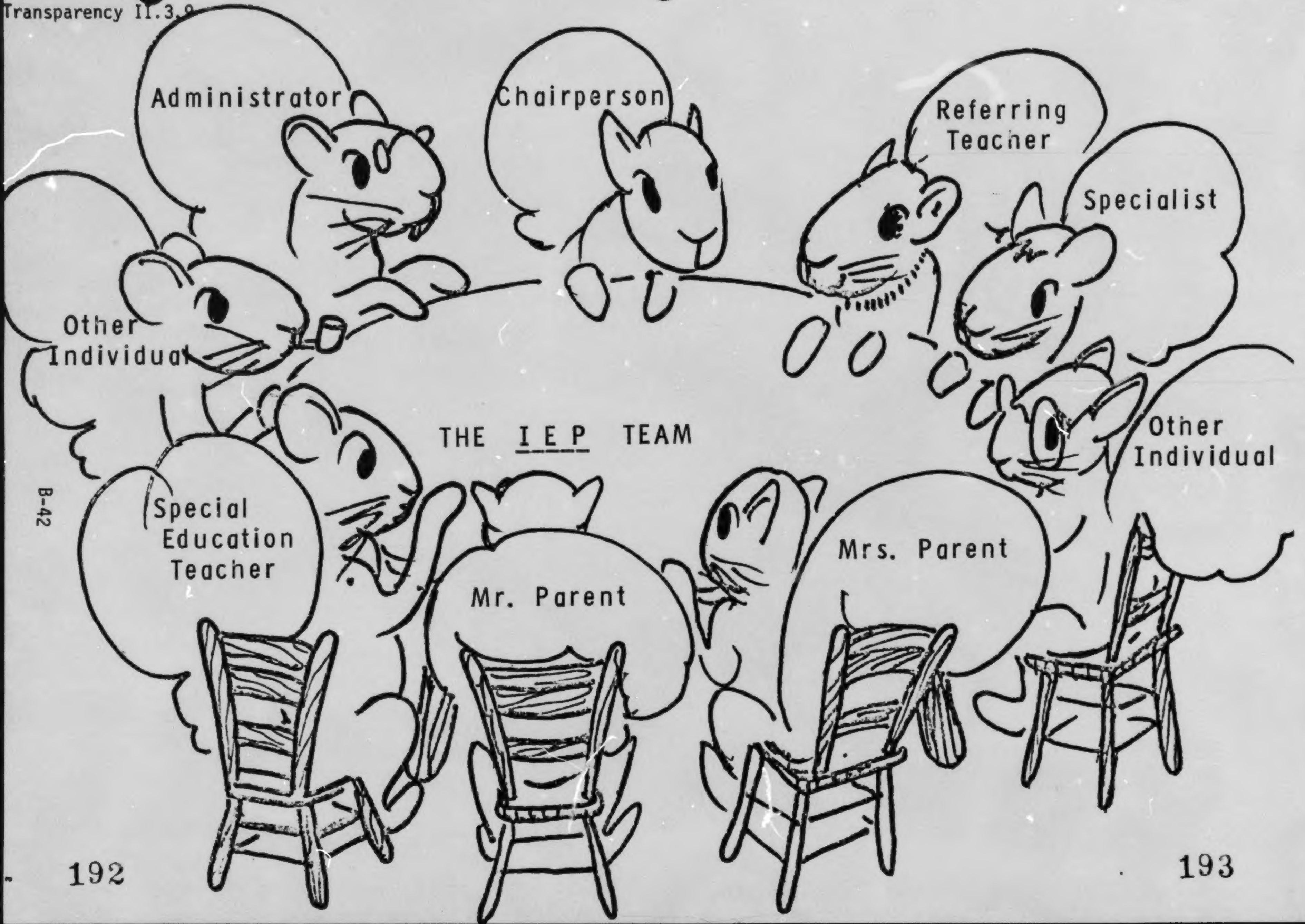
*"What Does it Take to Make a Law Work?" *Closer Look*, National Information Center for the Handicapped (Washington, D.C.: Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, 1976-77).

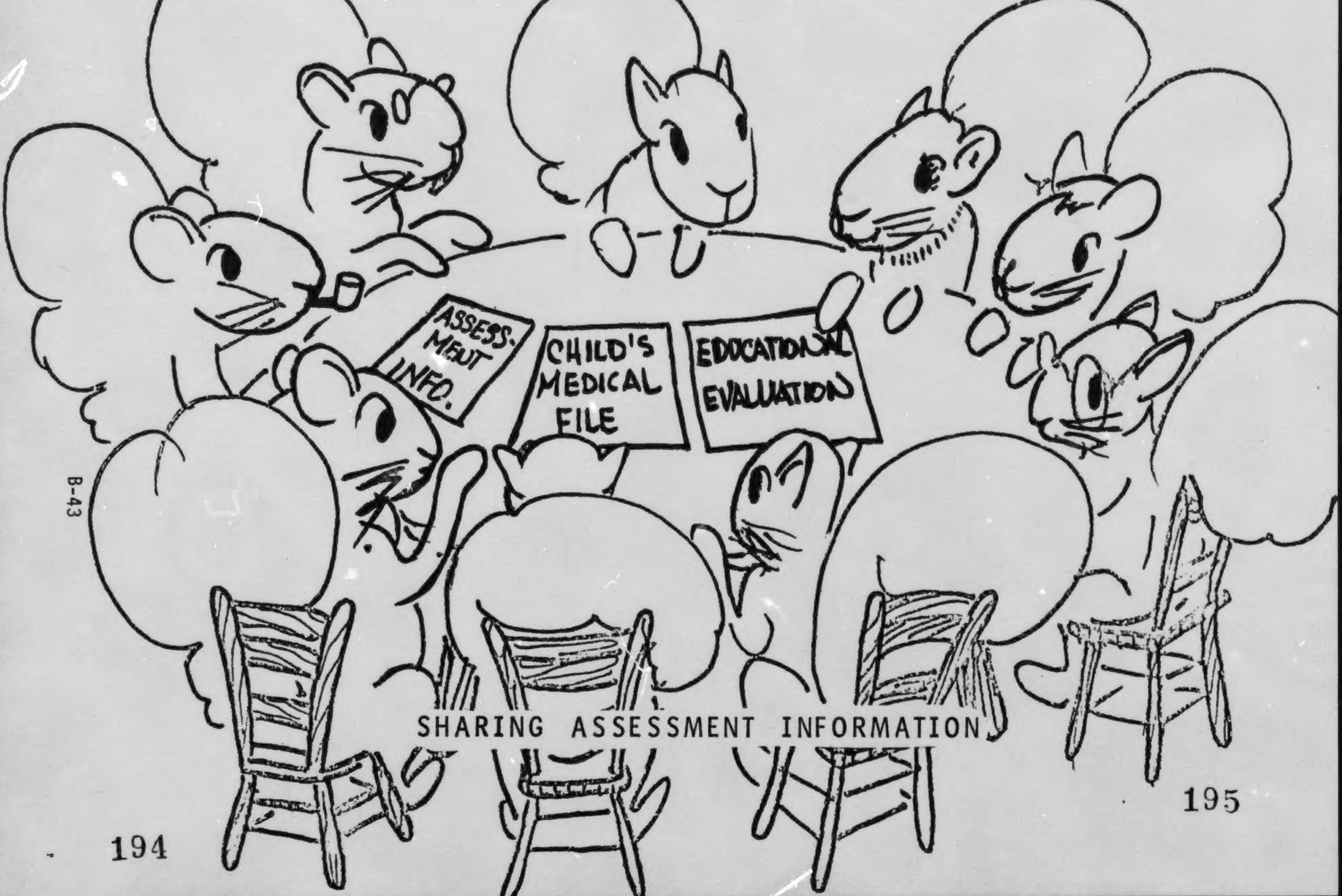
Transparency II.3.9


Administrator
Chairperson
Referring Teacher
Specialist
Other Individual
Other Individual
Special Education Teacher
Mr. Parent
Mrs. Parent

THE I E P TEAM

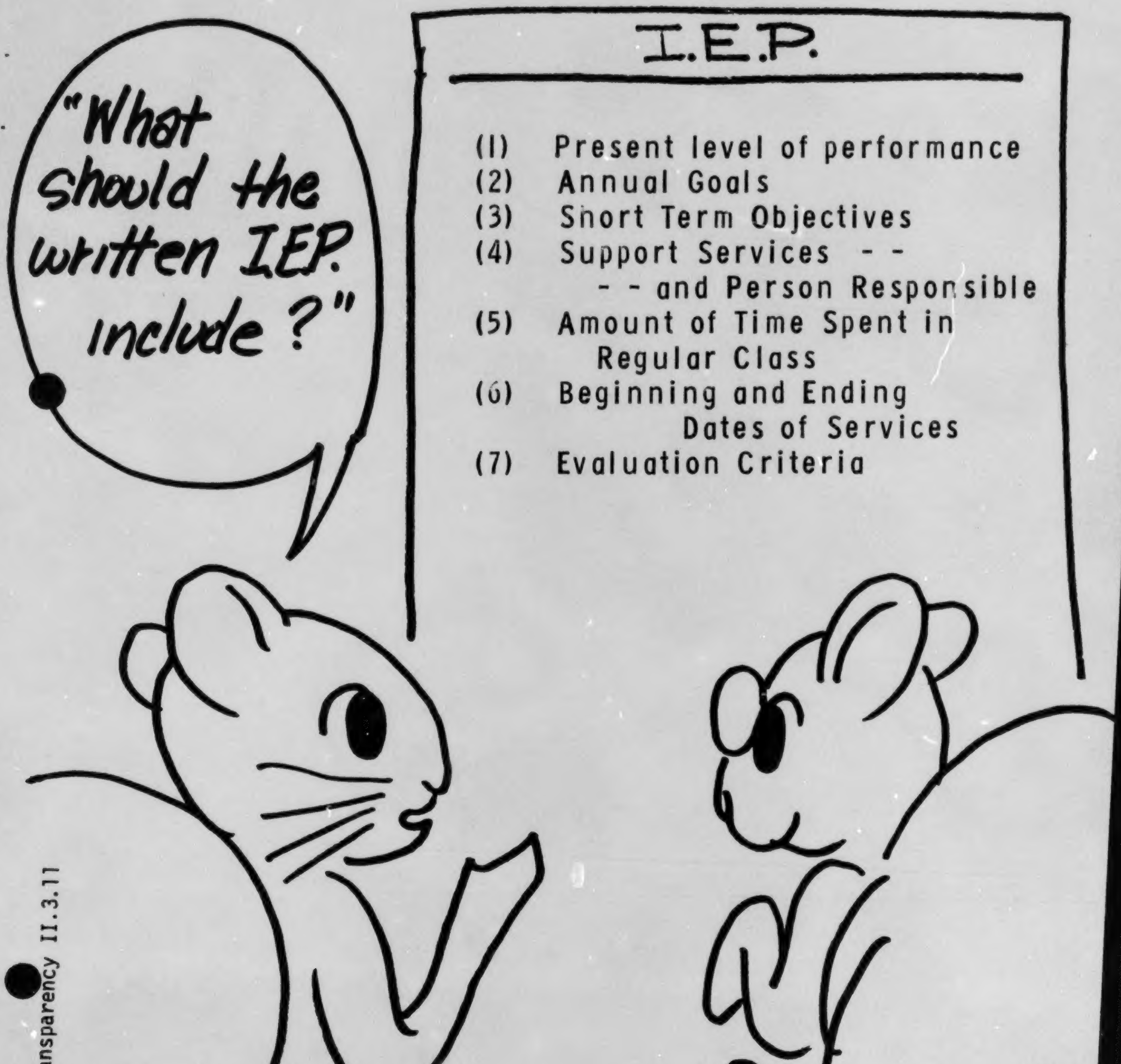
B-42

Transparency II.3.10


ASSESS-
MENT
INFO.
CHILD'S
MEDICAL
FILE
EDUCATIONAL
EVALUATION

SHARING ASSESSMENT INFORMATION

B-43

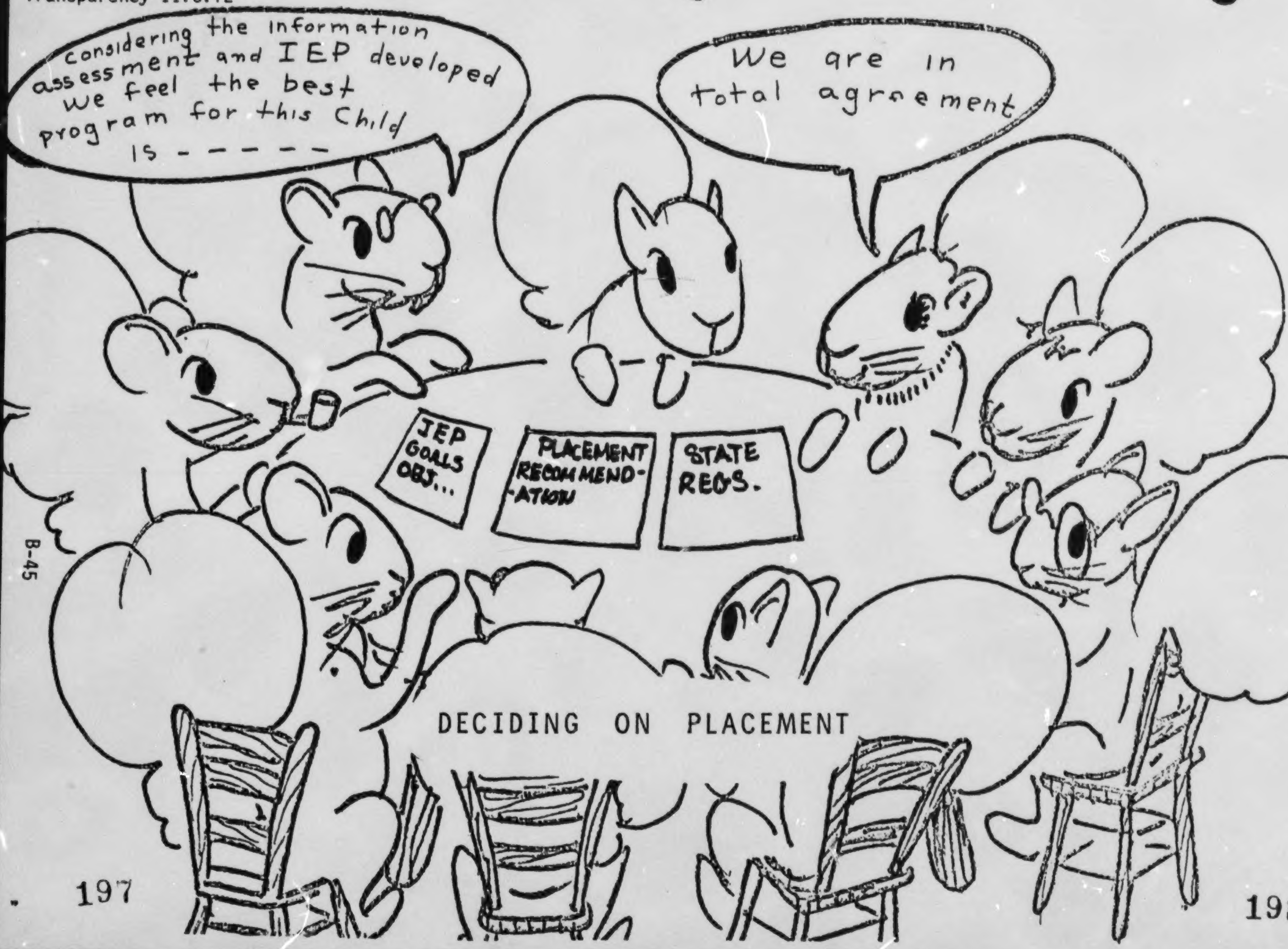

"What should the written I.E.P. include?"

I.E.P.

(1) Present level of performance
(2) Annual Goals
(3) Short Term Objectives
(4) Support Services - -
- - and Person Responsible
(5) Amount of Time Spent in Regular Class
(6) Beginning and Ending Dates of Services
(7) Evaluation Criteria

Transparency II.3.11

Transparency 11.3.12


considering the information assessment and IEP developed we feel the best program for this Child is - - - - -
We are in total agrreement
IEP GOALS OBJ...
PLACEMENT RECOMMEND-ATION
STATE REGS.

DECIDING ON PLACEMENT

B-45

TEN STEPS TO TAKE - - -

WHEN YOU ARE IN CONFLICT WITH YOUR SCHOOL SYSTEM

1. Talk to your child's classroom teacher and to other school people who are aware of your child's needs, such as the counselor, nurse, school psychologist or social worker.

2. If these first steps don't work, do be sure to find out who among these school people will be willing to help you go further.

3. Discuss your concerns with other professionals outside of school who know your child, such as your family doctor, pediatrician, psychologist, audiologist, neurologist or other specialist.

4. Remember to keep notes of your conversations and a file of up-to-date records.

5. Discuss your complaints with the school principal.

TEN STEPS TO TAKE - - -

WHEN YOU ARE IN CONFLICT WITH YOUR SCHOOL SYSTEM

6. Go directly to your district director of special education or director of pupil personnel services if the school is unable (or unwilling) to change its decisions.

7. Bring your complaint before the local school board if none of these approaches work.

8. Get in touch with your State Director of Special Education. Find out what action they can take to help the situation.

9. States are required by P. L. 94-142 to appoint complaint officers to investigate problems and monitor the implementation of the law.

10. Find your allies !! In addition to reaching and conferring with these key people, it is extremely important to get support from other well-informed and skilled allies.

COMPONENT II

OBJECTIVE 3

Ten Steps to Take When You are in Conflict with Your School System*

The right of parents to question actions or decisions of schools is clearly written into The Education for all Handicapped Children Act and regulations for Section 504 of the Rehabilitation Act. Both laws provide legal options for exercising your right to protest. But before you take legal steps, you want to use every available channel of communication with school representatives, to try to settle disputes through understanding and persuasion.

It is important to be aware of the people you can turn to for advice--and the key officials with whom you should discuss your problems. Here is a checklist you can use--to help you take constructive action when things seem to be going wrong. Remember: Your handicapped child has the right to a free, appropriate education. That right is guaranteed by law.

1. Talk to your child's classroom teacher and to other school people who are aware of your child's needs, such as the counselor, nurse, school psychologist or social worker. Naturally, not all of these people are involved in every situation. Discuss the problem you see with any and all of the staff members who do know your child, to see if adjustments or changes can be made through new understanding and effort.

2. If these first steps don't work, do be sure to find out who among these school people will be willing to help you go further. Is the teacher sympathetic to your needs? Will she stand by your request? Does the counselor have information that will help? Ask them if they will be willing to come to meetings with you later, or to supply letters or statements in support of your position.

3. Discuss your concerns with other professionals outside of school who know your child, such as your family doctor, pediatrician, psychologist, audiologist, neurologist or other specialists. Will they support your efforts to get new services for your child? Will they write letters, or come with you to important conferences to answer questions? Will they express their views on a tape recorder--for you to bring to the school?

4. Remember to keep notes of your conversations and a file of up-to-date records. This is invaluable.

5. Discuss your complaints with the school principal. Have a clear idea of your reasons for requesting a change in your child's program, and present your documentation. Be straightforward and self-assured. You are an equal in this and other school conferences. It's neither necessary nor productive to be aggressive or apologetic. Approach it as a situation in which both of you are seeking a solution to a problem.

6. Go directly to your district director of special education or director of pupil personnel services if the school is unable (or unwilling) to change its decisions. If no such staff positions exist in your district, contact the superintendent of schools. The superintendent is responsible for all school programs in the district, and must be involved if other officials are unresponsive. Again, your notes, records and other files should be in order. Use them. In all of these conferences, it is important to know what part of the federal and/or state law protects your child's rights.

   It probably will be necessary to have more than one meeting to settle things. When meetings are held, make clear that you would like to have other people present who know your child and are familiar with the problem. Ask to have them included so that the discussion will be as productive as possible. Many problems can be settled just this way.

7. Bring your complaint before the local school board if none of these approaches work. Increasingly, there are members of school boards who are deeply concerned about special education and they may be able to take action on your behalf. Even if their actions do not bring about immediate results that help your child, school board members can, in the long run, see to it that education programs are developed, that teachers are trained for new responsibilities, that schools are accessible and capable of meeting special needs of handicapped children.

8. Get in touch with your state director of special education. He or she should have information and advice you can use. State departments of education are responsible for carrying out the provisions of P.L. 94-142. Explain fully what you see as a violation of your child's right to free, appropriate education under the law. Find out what action they can take to help the situation.

9. States are required by P.L. 94-142 to appoint complaint officers to investigate problems and monitor the implementation of the law. Find out if your state department of education has appointed someone to fill this position. Contract this officer for further advice, clarification of your rights under law, and suggestions for action.

10. Find your allies! In addition to reaching and conferring with these key people, it is extremely important to get support from other well-informed and skilled allies. They include:

. Members of state and local chapters of parent and advocacy organizations, such as Association for Children with Learning Disabilities, Association for Retarded Citizens, National Association of the Deaf, United Cerebral Palsy--and groups representing other disabilities. More and more parents are now trained and ready to go with you to school meetings, help decide what to do next, how to present your case. If you have difficulty locating parent groups concerned about your child's handicap, write to *Closer Look.*

. Advocates with special knowledge about the rights of handicapped children and youth. The number of centers providing advice and assistance in obtaining appropriate school programs is growing. Parents don't necessarily need the aid of a lawyer, but they often do need someone who understands the law and the school bureaucracy thoroughly. Protection and Advocacy centers are set up in every state for children with developmental disabilities. Check also with area college and univeristy departments of special education. Write to *Closer Look* for other possible leads to local advocates.

. The people you have gathered as your own advisors can help counsel you about next steps if all your efforts to come to agreement break down. That's when you need to decide whether to call for a due process hearing before an impartial hearing office, as provided by Public Law 94-142, or to take other legal action. This is your right, and it may turn out to be necessary; but before you move into legal action be sure that you have done what you can to solve problems through the methods already outlined.

For helpful information about due process hearings, 504 complaint procedures, appeals and court actions write to the Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, D.C. 20036. Request a copy of this guide: "94-142 and 504: Numbers that Add up to Educational Rights for Handicapped Children" (Price $1.75).

Each state has specific steps for due process hearings and appeals. Write to your state department of education for information about state rules and regulations. Find out if a manual describing educational rights has been written for your state--and get a copy. Take time to study your alternatives and get all the help you can from other parents, teachers and advocates so that you can be as effective as possible in defending your child's rights.

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[*] "Ten Steps to Take When You Are in Conflict with Your School System," *Closer Look.*

COMPONENT II

OBJECTIVE 3

Take Home Guide for Parents

I. *If Your Child Has Special Needs, Tell the School About it!*

____1. DO . . . Get in touch with your local superintendent of schools without delay if your child has a handicap and is not in school.

____2. DO . . . Find out about preschool services for handicapped children.

____3. DO . . . Make every effort to work with your child's classroom teacher(s) if your child is already in school, but is having problems.

____4. DO . . . Remember that you can ask for a re-evaluation even if your child is already placed in a special education program.

____5. DO . . . Put your request for an evaluation *in writing*--to the principal of your school or the superintendent.

____6. DO . . . Keep your own rights file. The file should contain: diagnostic test results and other professional reports, your own notations of attempts by you or your child's teacher to solve problems, reports from teachers about your child, copies of letters to and from school officials.

II. *What Should You Know About Testing and Evaluation?*

____1. DO . . . Be sure that the evaluation of your child is complete . . . that it does not consist only of a single test aimed at pinning an IQ score or any other label on him or her . . . but is a well-rounded stock-taking by a team of specialists that tells how your child is doing in all areas of his or her intellectual, physical, and emotional development.

____2. DO . . . Make sure your child has a complete physical examination.

____3. DO . . . Remember--calling a child handicapped by this or that condition does not tell us about his or her potential, how he or she learns best, what he or she can do.

____4. DO . . . Talk about your own observations of your child's behavior, strengths, and weaknesses to members of the evaluation team, to a guidance counselor, or social worker.

____5. DO . . . Ask what tests will be given to your child, and why.

____6. DO . . . Be sure that testing does not discriminate in any way. Tests must be given in the language that the child knows best.

____7. DO . . . Insist that the results of testing and evaluation be explained to you in clear, understandable terms and that you have copies for your own file.

III. *Get Ready for Meetings to Decide What's Best for Your Child*

____1. DO . . . Be sure to attend all meetings held to plan or check into your child's individualized educational plan (IEP).

____2. DO . . . Prepare as well as you can for the school meeting that will design your child's educational program. Have your child's file ready.

____3. DO . . . Bring along a helper to the IEP meeting, if you will feel more comfortable or secure.

____4. DO . . . Be as clear as possible in your own mind about what kind of things you believe your child is ready to learn. Make a checklist of key items: "Does your child need help with self-care skills?" "Is your teenager getting pre-vocational or job-skill training?"

____5. DO . . . Be able to back up your requests for special kinds of help with diagnostic reports, observations and other information from professionals who know your child.

____6. DO . . . Remember--diagnostic reports, important as they are, are not infallible. They don't say *all* there is to be said about a child.

____7. DO . . . Be wary of any suggestion to place your child (or leave him or her) in a classroom that has a label. The program your child gets should be built on services that relate to strengths and abilities, special problems and learning needs . . . not to his or her category of disability.

____8. DO . . . Try to understand the issue of "mainstreaming" as fully as possible. The law is based on the right of handicapped children to be part of the world, to learn, to work and play alongside their non-handicapped schoolmates.

____9. DO . . . Take some time to think about how to be assertive without "taking over" or antagonizing people.

___10. DO . . . Make sure that your child is not excluded from participating in a regular school program because of architectural barriers.

IV. *Study the Final IEP Before Giving Your Consent--and Insist on Essential Services*

___1. DO . . . Have a very complete understanding of the IEP that is produced. Check the whole plan carefully--with people who can advise you.

___2. DO . . . Make sure that appropriate career education is in your son or daughter's IEP. Insist that work-skill training, on-the-job experience, and other skills related to independent living are built into the school program provided for your child--as needed.

___3. DO . . . Be firm about things you consider important. Your handicapped child should be included in as many of the school's programs as possible.

V. *Follow Your Child's Program and Make Sure It's Working*

___1. DO . . . Get to know the teacher, once your child is placed. Regular conferences are important.

___2. DO . . . Help teachers and other people in school learn more about handicaps.

___3. DO . . . Make sure that a formal evaluation of your child's program takes place every year.

___4. DO . . . Listen to your child, respect what he or she is saying. You need to know his or her reaction to school work, to teacher, to classmates.

COMPONENT II

OBJECTIVE 3

Planning Your Child's Education: You Belong on the Team!*
Do's and Don'ts for Parents

Laws can seem terribly formidable. It's hard to feel that they really apply to one's own son or daughter. When it comes to figuring out what they mean, our tendency is to leave it all to the "experts."

But we can't. Laws belong to us. You don't have to be a lawyer to understand a law--or to use it to change your life and your child's life.

The following *Do's* and *Don'ts* can help you use specific parts of The Education for All Handicapped Children Act which give parents new rights. Each of those parts relates to the ultimate goal of the law: to provide free and appropriate education services for every handicapped child. Each part interconnects with the others like pieces in a puzzle. These important pieces--*testing and evalution, individualized education programs (IEPs) and due process*--need you, the parent, to be sure they fit together . . . and work.

None of these procedures is going to work perfectly. There are bugs in every system, and loopholes. Getting appropriate services is still going to be hard work. We hope these pointers will strengthen you hand. Not every one will apply to you; find what fits your situation, and make use of it. Good luck!

If Your Child Has Special Needs, Tell the School About It!

DO . . . Get in touch with your local superintendent of schools without delay if your child has a handicap and is not in school. Your school system is obligated to find all children with disabilities. According to law, no child may be excluded from school because of a handicap. Ask that your child be given an evaluation to find out what kind of program he should have.

The school must take a careful and thorough look at any child who may need special services--by providing a comprehensive evaluation. *Once a child is found eligible for special education, the school must arrange to provide appropriate services; a meeting to prepare an individualized education program must be held within 30 days.*

Don't forget: all this applies not only to young children, but also to high school age youth with physical, mental and emotional disabilities. They are too often a forgotten population!

DO . . . Find out about preschool services for handicapped children. A great many state laws now call for special programs starting at age three, at least for certain specific disabilities. The principal of your local school (or the district superintendent) can tell you more about available programs. P.L. 94-142 provides incentives for education of children with handicaps between ages 3 and 5, and programs are growing.

DO . . . Make every effort to work with your child's classroom teacher if your child is already in school, but is having problems. There may be some discoveries you and the teacher can make together--things that can be done *right now*, during school hours or after, that can help your child. It will take thought, insight, willingness to try out suggested new activities that can add to a brighter outlook for your youngster. Some preliminary screening may be done, too, to see if more specialized help is needed at the present time. If problems persist, don't let things slide. If you suspect that your child does have a disability do go ahead with procedures for getting an evaluation. (Your child's teacher, counselor or principal may carry the ball on this. If not, act on your own.)

DO . . . Remember that you can ask for a re-evaluation even if your child is already placed in a special education program. This is especially important if you feel the placement was based on old, inaccurate or incomplete tests--or if you are dissatisfied with the program. Also, it is important to keep track of a child's needs to make sure that his program continues to be really appropriate, to see if he is ready for a change, or whether his program can be improved.

DO . . . Put your request for an evaluation in *writing*--to the principal of your school or the superintendent. Keep copies of the correspondence. If vital information is discussed on the phone, write a letter confirming the gist of the conversation. Don't trust important matters (like the date, time and place of an evaluation, or what professionals are in charge of testing your child) to memory.

Due Process comes in here. *You must receive a written notice from your school system asking your permission to test your child (even if you have requested the evaluation). An explanation of all your rights should be included, including your right to inspect and review all relevant school records about your child.*

Your must also get a notice in writing if the school turns down your request for evaluation, explaining why. If you can't get an explanation that satisfies you, and you wish to protest this decision, you can request a due process hearing at this point.

DO . . . Keep your own rights file! Use it to document any steps you take to find appropriate education and related services for your child--from the "suspicion of need" stage on up. The file should include:

diagnostic test results and other professional reports, your own notations of attempts by you or you child's teacher to solve problems, reports from teachers about your child, copies of letters to and from school officials. Keep copies of state and federal laws and procedures for education of handicapped children and other relevant information. You'll need all this--to keep track of your child's progress, and to stand up for his rights if the school fails to provide an adequate program.

What Should You Know About Testing and Evaluation?

DO . . . Be sure that the evaluation of your child is complete . . . that it does not consist only of a single test aimed at pinning an IQ score or any other label on him . . . but is a well-rounded stock-taking by a team of specialists that tells how your child is doing in all areas of his intellectual, physical and emotional development. This is the only way an appropriate education program can be provided. Information may be gathered in different ways . . . by talking to people who know your child (including doctors or other professionals), by conferring with classroom teachers, by meeting with you, by observing your child and giving him some tests.

DO . . . Make sure your child has a complete physical examination. This is a must. A child who is thought to be retarded may actually have a visual impairment that has never been discovered. Other difficulties may be caused by hidden physical conditions.

DO . . . Remember--calling a child handicapped by this or that condition does not tell us about his potential, how he learns best, what he can do.

DO . . . Talk about your own observations of your child's behavior, strengths and weaknesses to members of the evaluation team--to a guidance counselor, or social worker or school nurse. People who do the evaluating must know how a child acts and reacts with different people, in different settings, at different times . . . in school, on the playground, in his own neighborhood. Your first-hand, round-the-clock knowledge of your child is important information, and should be part of the assessment of your child's needs.

DO . . . Ask what tests will be given to your child, and why. When you sign your name giving permission to have your child tested, make your signature count. Find out what information these tests will yield that can help you and the school know how your child learns, what skills should be strengthened or developed, what problems he has to deal with, what special help he needs. Inform yourself as fully as possible about what these tests are expected to do--before giving your consent to have your child tested. (Tests may be a big mystery area for you, as they are for most people. How about making a study of testing and evaluation through your local parent group or PTA?)

DO . . . Be sure that testing does not discriminate in any way. If a child speaks Spanish, or any language other than English, tests must be given in the language he knows best. Children who have grown up in minority cultures should not be judged by answers to questions about a world that is totally strange to them. Children who are deaf must have interpreters; all testing must take the nature of handicaps into consideration, so that the picture of a child's ability is a truly fair one.

DO . . . Insist that the results of testing and evaluation be explained to you in clear, jargon-free terms, and that you have copies for your own file.

Due process comes in here.

If you do not feel that the school's evaluation is fair or accurate, you are permitted by law to get an independent evaluation from other professionals. But--you may end up paying for it. The school system can ask for a due process hearing when its evaluation is challenged, to decide whether or not an outside evaluation is necessary. If the ruling is in the school's favor, the school does not have to pay. If you do get an independent evaluation (whether or not the school pays for it) it must be considered in decisions about placing your child--and it may be used as evidence in due process hearing.

Testing will not necessarily mean that your child will be found eligible for special education. If you feel that the school's decision is wrong on this score, you can request a due process hearing at this point.

Get Ready for Meetings to Decide What's Best for Your Child

DO . . . Be sure to attend all meetings held to plan or check into your child's individualized education program (IEP). The law states clearly that an IEP team *must* include one or both parents, the child's teachers and a representative of the school system. (Sometimes, one or more other specialists may be there, too. If this is the first time you child will get special services, someone who was involved in testing your child must be present.) Schools are expected to make every effort to get in touch with parents to make sure that they come to IEP meetings--and to arrange times that they can come.

IEPs must be prepared for every child who is eligible for special education. If no individualized education program has been drawn up for your child, check into it. This programming is the key to getting appropriate services.

DO . . . Prepare as well as you can for the school meeting that will design your child's educational program. Have your child's file ready, with information easily available on all testing and evaluation that has been done--by the school, or privately. Use your right to go through school records to be sure they are accurate and up-to-date. This meeting must be based on a recent and comprehensive evaluation, so check to be absolutely sure this has happened.

DO . . . Bring along a helper to the IEP meeting, if you will feel more comfortable or secure. More and more people are getting special training to act as advocates for parents in these new and unfamiliar circumstances. Your helper can rehease with you ahead of time, explain what will go on and how decisions about the IEP will be reached. Ask members of your local parent organization if they are aware of this kind of help. If you can't find someone trained as an advocate, try to get assistance from another parent who has been through it. Experience is a great teacher, and you can benefit from it.

DO . . . Be as clear as possible in your own mind about what kind of things you believe your child is ready to learn. Talk these over with professionals you trust, and rely on your own knowledge of your child, too. Make a checklist of key items. Does your son need to learn to sit still and listen, instead of interrupting constantly or making inappropriate comments? Does your daughter need to learn how to speak distinctly? Does she need help with self-care skills? If your teenager getting prevocational or job-skill training?

DO . . . Be able to back up your requests for special kinds of help with diagnostic reports, observations and other information from professionals who know your child. If you wish, you may ask to have professionals accompany you to support your point of view. This is your right according to law.

DO . . . Remember--diagnostic reports, important as they are, are not infallible. They don't say *all* there is to be said about a child. Your most important job is to make sure that the others at the conference never forget that you're talking about a real child--not scores attained on a series of psychological tests. Bring up all the real-life information you feel is relevant to a discussion about your son or daughter's educational needs. In the past, there was far too much tendency to rely on reports and records, not to look at the child himself. This is your chance to push for this change in perspective.

DO . . . Be wary of any suggestion to place your child (or leave him) in a classroom that has a label. The old approach was to give children "trainable retarded education" or "blind education" or "physically handicapped education" which more often than not meant inferior education, or none at all. That's what the new law is supposed to stop. The program your child gets should be built on services that relate to strengths and abilities, special problems and learning needs . . . not to his category of disability. If you don't agree that this is what the program does, speak up for your point of view--and make sure that changes are made.

DO . . . Try to understand the issue of "mainstreaming" as fully as possible. The law is based on the right of handicapped children to be part of the world, to learn, work and play alongside their non-handicapped schoolmates. The law's words for it are: educating children in the "least restrictive environment." Somebody coined the word "mainstreaming" to describe this view and the term stuck. Whatever words you use, it makes a big difference in the image that children have of themselves, their confidence and their ability to get along as accepted members of society. This doesn't mean that *every* handicapped child belongs in a regular class. But he *should* be given that chance; with sufficient aid and understanding, he can hold his own. And if a child spends all day in a separate class because his need for small classes is so great, he should be given every possible opportunity to join his peers in other school activities. This is an essential part of his education.

DO . . . Take some time to think about how to be assertive without "taking over" or antagonizing people. Meetings about a child's school needs are not intended to be hostile confrontations; they should provide the chance for honest examination of alternatives. One way to keep it successful is to realize you *do* have an essential role to play as an equal-status member of the team--along with educators. Keep calm, listen to what the others have to say, and ask them to extend the same courtesy to you. Your points of view may be new to each other, and you may disagree, but you can learn from one another. If everyone is truly concerned about giving a child the chance he needs to grow and learn, it should be possible to iron out disagreements through persuasion and mutual understanding.

DO . . . Make sure that your child is not excluded from participating in a regular school program because of architectural barriers. This is against the law. Section 504 states very clearly that school facilities must be made accessible and that special adaptations must be made so that services are really available to all students.

Study the Final IEP Before Giving Your Consent--and Insist on Essential Services

DO . . . Have a very complete understanding of the IEP that is produced. A copy of the final IEP should be given to you in writing. Make sure that the education goals that are agreed on are specific and that they accurately reflect decisions that were made at the meeting.

An IEP should not contain general goals, like: "Maximize child's potential," but should include clear-cut objectives that can be measured. One objective, for instance, could be: to be able to identify a specific number of words by sight within a certain period of time. Long term goals such as reading at a first grade level should be included, too--so you know where you're going.

An IEP should also say how much time a child is to spend in the mainstream, either in regular classes or extra-curricular activities. Services to be given should be clearly defined. For instance, if speech therapy is in the IEP, how often will it take place? What kinds of activities will it include? When will it start? How long will it go on? How will progress be charted? If other supportive services, such as transportation or hearing aids are needed, this should be in writing, too.

Check the whole thing carefully--with people who can advise you. The better you know and understand the IEP, the better you will be able to follow your child's progress, monitor the program to see if it is effective, and ask for changes or modifications when necessary.

DO . . . Make sure that appropriate vocational education is in your son or daughter's IEP. This has been a terribly neglected area; insist that work-skill training, on-the-job experience and other skills related to independent living are built into the school program provided for your teenager--as needed. There may not even be a vocational education program for handicapped students in your school system. (You may have to work hard with administrators and teachers to get one started. But speaking up about the need, making sure it's in the IEP, is the first step.)

DO . . . Be firm about things you consider important. Although you don't want to be so rigid that no possible plan could ever get off the ground, you are the main protector of your child's interests. If the proposed program segregates your child in a separate classroom all day, and you are convinced that he should have the chance to make it in a regular school activity (at least part of the day), stick to your guns. If a specific classroom or school has been recommended, visit it--to see if it really meets your child's needs. Art, music, school plays, gym, shop are part of the school day for other kids. Your handicapped child should be included. This will require modifications in the way programs are offered--but it can be done!

Due process comes in here. *Parents must give their consent to placement of their child. If you feel that an essential part of the program is omitted, is harmful to your child, or is truly inappropriate, you should make your objections known. If the school system is not able to provide the kind of educational program your child must have, it is responsible by law, for financing an appropriate education in a private facility. This can be a difficult bone of contention, and requires detailed evidence. In all controversies, you must put together documents, reports, letters and other statements (from teachers, doctors, and other specialists who know your child) to support your view. If possible, meet with the school members of the IEP team again to present your side. If you reach a dead end and are unable to convince school officials to change the program or placement, then ask for a due process hearing at this point. While controversial issues are being decided, children must be permitted to reamin in their present school setting.*

Follow Your Child's Program and Make Sure It's Working

DO . . . Get to know the teacher, once your child is placed. Ask when he or she would like to meet with you. Regular conferences are important--to find out how your child is doing, to bring up questions you have, to discuss any possible new efforts at school or at home. A good, trusting relationship between you and the teacher can catch a lot of problems before they get too big to manage.

DO . . . Help teachers and other people in school learn more about handicaps. You can help overcome feelings of fear and pity that come from lack of experience. Share books and articles. If possible, arrange for your teacher to visit with your son or daughter before school starts (or after school some day) so he or she has a chance to get a feeling for your child's personal qualities. (The extra boost to their relationship will help them both survive later problems--if they arise.) Offer to talk to other parents in the class--so they in turn can help their children accept and understand differences . . . and make friends. You want your child to become independent--but it won't help him to have to deal with unnecessary fear or aggression based on ignorance.

DO . . . Make sure that a formal evaluation of your child's program takes place every year . . at the very least. If you stay in close touch with the classroom teacher (and other specialists who work with your child), you'll be able to know if changes should take place sooner--and will certainly be able to play a more meaningful part in planning next steps. Making sure that a program continues to be appropriate requires vigilant checking and rechecking . . . to see if school placement is actually encouraging a child's growth.

DO . . . Listen to your child, respect what he's saying. You need to know his reaction to schoolwork, to teachers, to classmates. He may need help getting "toughened up" in the real school world. If you are worried about how things are going . . . again, talk to the teacher, or the school counselor or principal, for advice and suggestions. Keep all your lines of communication open.

But Please . . .

DON'T . . . let other people plan for you. If, for instance, you have reason to think that school people met "behind the scenes" to agree on the IEP, effectively keeping you out of the act, you have grounds to complain loudly. Some school administrators have had nothing but difficult experiences with parents and they freeze at the thought of working with them. (It works the other way around, too. You may have had so many frustrating or intimidating experiences that you don't want to try again. Please do.) You and the school can work together. Don't let the potential for a new creative process die by default.

DON'T . . . settle for poor or inadequate services. If you find that your child's problems are ignored, that special resource teachers or educational materials don't exist, that your child is deprived of assistance he needs to adjust to a mainstream classroom in which he has been placed . . . take action. Demand changes in keeping with the promise of an appropriate program.

Due process comes in here. *If your efforts to work with your child's teacher, principal or school administrators fail, you have a right to request a due process hearing at this point in order to protest your child's placement.*

DON'T . . . let your self feel put down at the meetings held to discuss, plan or evaluate your child's program. It may sound scary at first but it really doesn't have to be. When professionals use language you don't understand, feel free to ask for explanations. Remember that you are all there for the same purpose: to work out what's best for your child . . . to pinpoint his needs and to make decisions on what resources, services and special programs he needs in order to learn. You can make a valuable contribution by raising questions when ideas and recommendations don't seem to make sense.

DON'T . . . forget that, no matter how important every education service provided to your child may be, he is a young, responsive, growing individual, with human needs to laugh, play, make friends--not a composite of diagnosed needs. The brightness of social success means as much as academic progress (sometimes, it can mean even more). This side of life can be overlooked in conscientious efforts to improve learning skills. Your handicapped child is a person--and the purpose of these efforts is to help him use his own strengths to become the most fulfilled person he can be. That's why it's so important to give each kid as much chance as possible to join the mainstream and to be a part of the fun activities of school.

DON'T . . . try to do this all alone. Join with other parents in an organization for handicapped individuals, or the PTA, to learn all you can about new federal and state laws, the way your own school system works, how to stick up for your rights. There's so much to do! You're not the only one who needs help. Find your allies--and work together. If teaching programs for handicapped children are below standard, and none of your efforts to bring about improvement have worked, you will be far more effective if you become part of an organized group. You can add strength to a broader effort to implement and strengthen existing laws, to push for increased funding by state legislatures, to awaken the rest of the community to the rights of handicapped children.

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[*] "Planning Your Child's Education: You Belong on the Team! Do's and Don'ts for Parents," Closer Look, Fall, 1977, pp. 4-8.

SUMMARY - - -

1. You have the right to be an ADVOCATE for your child in the educational setting. You can ask for and receive services which are consistent with the requirements of the law and the unique needs of your child.

2. You have learned ways that you can become a more effective advocate for your handicapped child.

3. You have been given information about current legislation that concerns educational decisions made regarding your child.

Transparency II.3.16

SUMMARY - - -

4. You have studied the provisions of Public Law 94-142, The Education For All Handicapped Children Act, to fully understand the involvement you should have in planning your child's educational program.

5. You have discovered ways that you can cooperate with schools by making positive contributions to your child's total educational and career development.

6. You have been given information about ways you can insure that the best program possible is planned for your child.

COMPONENT III

HOW CAN PARENTS ENHANCE THEIR CHILD'S CAREER DEVELOPMENT AT HOME?

COMPONENT III

HOW CAN PARENTS ENHANCE THEIR CHILD'S CAREER DEVELOPMENT AT HOME?

GOAL: Participating parents will demonstrate their ability to enhance their handicapped child's career development in the home.

OBJECTIVES: The participants will gain knowledge and skills:

1. To be more effective role models and teachers to their children in everyday home life.
2. To help them establish clear career development goals for their child.
3. To aid parents in developing specific strategies and techniques to help their child meet his or her career development goals.

TOPIC	ACTIVITY	TIME	RESPONSIBILITY
--Review & Introductory Statements	Lecture	5 min.	Facilitator
--Rationale	Lecture	5 min.	Facilitator
--Role of Parents	Lecture	5 min.	Facilitator
--Definition of Model/Teacher	Lecture/Small Group Activity	15-20 min	Facilitator
--Goal Setting Process	Lecture	5 min.	Facilitator
--Task Analysis	Small Group Activity	10-15 min.	Facilitator
--Review Statements	Lecture	5 min.	Facilitator
--BREAK		10 min.	
--Strategies & Techniques to Develop Skills		5 min.	Facilitator
--Culminating Activity Teaching Essential Skills	Small Group Activity	15-20 min.	Facilitator

MATERIALS/RESOURCES NEEDED

1. Overhead projector
2. Transparencies
3. Worksheets
4. Pencils
5. Parent Information Handbook
6. Overhead pen or pencil (washable)
7. Refreshments (optional)

PREPLANNING ACTIVITIES

1. Arrange room
2. Set up overhead projector
3. Gather above materials
4. Prepare worksheets and transparencies (refer to introductory sheet preceding each objective).

HOW CAN PARENTS ENHANCE THEIR CHILD'S CAREER DEVELOPMENT AT HOME?

COMPONENT III: Participating parents will demonstrate their ability to enhance their handicapped child's career development in the home.

OBJECTIVE 1: The participants should gain knowledge and skills to be more effective role models and teachers to their children in everyday home life.

TRANSITION STATEMENT: Parents serve three major roles in their child's career development. The role of the advocate is important for the most effective school program to be developed for a handicapped child. In the home, parents serve as models and teachers of essential skills needed for a successful career/life style. This topic will be addressed in Objective 1.

MATERIALS:

Transparencies:
- I.3.2
- I.3.3
- I.3.4
- I.3.5
- I.3.6
- I.3.7
- I.3.8
- III.1.1
- III.1.2
- III.1.3
- III.1.4
- III.1.5
- III.1.6
- III.1.7
- III.1.8

Worksheet: Essential Skills Checklist

Handout:

COMPONENT III CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Review and Introductory Statements	In our first two sessions together we have emphasized several important facets of our role, as parents, in our child's career development. We now have an understanding of what career education is and what it is attempting to do for our students. We have discovered that through recent provisions in the law we, as parents of handicapped students, are encouraged to become an integral part of the educational planning that is done for our child. We have learned about the different roles that we fill in our child's career development. We have observed that developing essential skills in the areas of daily living skills, personal and social growth, and occupational guidance and preparation will help our child gain economic success. We have stated that career education is the entire educational curriculum, coordinating all school, family and community components together to develop each individual's potential for economic, social, and personal success. Let us now turn to ways that parents can enhance career development with their child at home.	

COMPONENT III

CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Rationale	To understand the importance of parents and the home let us examine the following statements:	
	1. Parents make a major contribution to the education and socialization of their child through the home environment.	OH III.1.1 Rationale Transparency
	2. Parents have the earliest and the most numerous contacts with their child.	
	3. Parents not only have a vested interest in their child, they also have the ultimate legal and moral responsibility.	
	4. If they are provided with information about important goals for their children and training in techniques for the achievement of these goals, parents can be effective teachers.	
	From these statements it is evident that parents deserve and have the right to take an active role in the education of their child. This role can be viewed as threefold. The advocacy role, which we discussed in the last session, insures that the best interests of the child are considered when planning his or her educational program.	
Goals and Objectives	The goal of this session is to explore the roles of parents as models and teachers and to learn effective techniques for setting goals for your child.	OH III.1.2 Goals and Objectives Transparency

COMPONENT III

CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Roles of Parents Objective 1	In our first session, we discovered that parents have many roles to fulfill in day-to-day living. We talked of being cooks, bankers, mechanics, gardeners, to name a few. Of the many roles which parents play, three stand out as important in terms of helping handicapped children make career decisions and choices.	
	Transparencies (refer to Component I), Advocate, Model, and Teacher	
	1. The role of *Advocate*, you recall, is assumed when you actively support your child's education in school. The function of this role is to ensure that the best interests of your child are being taken into consideration. We discovered that cooperation between parents and the school is important in achieving the best possible educational program for your child.	OH Advocacy Transparency I.3.2
	(Review: Advocacy role examples generated in small group activity, Component I, Objective 3.)	OH I.3.5.
	In the home environment, parents assume two more roles that are important in the career development process.	
	2. Parents serve as the first *Model* for nearly all of the behaviors of their children. Children receive their first stimulation for speech and communication from interaction with their parents. Likewise, parents provide a model for their child in awareness of roles related to work and the occupation of the parents.	OH Model Transparency I.3.3

COMPONENT III

CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Roles of Parents (continued)	It is important that parents realize that the image or model they portray plays an important role in the future decisions of their child.	
	(Review: Model role examples generated in small group activity, Component I, Objective 3.)	OH I.3.5
	3. Parents also serve as the first *teacher* for their children. They provide the stimulation and parameters in which learning occurs. Parents control the environment for young children and to a lesser extent as the child matures. Basic life skills and attitudes are taught by parents through both modeling and actual training. Parents, then, play the initial role as teachers in the career development process through the establishment of these life skills and attitudes.	OH Teacher Role Transparency I.3.4
	(Review: Teacher role examples generated in small group activity, Component I, Objective 3.)	OH I.3.5

Model/Teacher Definitions

Although the roles of *Model* and *Teacher* are interrelated, it is important for us to understand how the two differ.

Model is defined: "A thing or person to be imitated or patterned after; that which is taken as a pattern or an example."

Teach is defined: "To give instruction in; to train by practice and/or exercise."

The basic difference is that modeled behavior results through observation of "how someone acts" as opposed to "taught behavior" which results from direct instruction and practice.

It should also be noted that many behaviors and skills are both modeled and taught in a developmental progression.

Transparency: Examples of Modeled and Taught Skills — OH III.1.4

An example of this is the skill: "Demonstrates appropriate table manners and eating habits." At a very early age children model their parents' eating habits through participation in daily meals together. However, at a later time the child may be taught the correct positioning of a spoon or fork.

Transparency: Examples of Modeled and Taught Skills — OH III.1.5

Another example might be the behavior of "using socially acceptable outlets for emotions." Children begin showing

Model/Teacher Definitions (continued)

emotions by watching how their parents react to different situations. When they are able to comprehend, children are taught when it is appropriate to laugh, cry, or show anger.

OH III.1.6
Skills and Behaviors Learned Through Modeling

Examples of modeled behavior are: A child learns speech and language by modeling the language spoken around and to him or her. Initial language modeling is in the form of isolated objects or concepts such as "Ma Ma, Da Da or Bye-Bye." As the child is able to comprehend, more complex language is acquired through modeling. Feelings are also patterned after parents. A small child responds to danger or fright the ways he sees those around him or her react. Children also learn appropriate behavior in different settings, such as church or the playground, by engaging in the same activities in which his models participate.

OH III.1.7
Skills and Behaviors Learned Through Teaching

Many of the skills and behaviors we attribute to being important in a handicapped child's career education process are taught. We teach children to accept responsibilities around the home so that he or she will demonstrate this same quality when he or she assumes gainful employment. Learning to use basic tools and appliances at home will carry over to operating simple machines on the job. Skills used in the complicated task of making a home run efficiently will enhance a handicapped child's first attempt at independent living.

COMPONENT III CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Small Group Activity on Model/Teacher Role (Allow 15 minutes for participants to complete activity)	To further understand the distinction between modeled and taught behaviors, we will use the "Essential Skill Checklists" from the Parent Information Packet. In small groups of 3-5, choose one person to read each skill from your checklist. Decide among the members of your group whether the behavior is usually learned through modeling or as the result of teaching. Indicate the consensus by marking an *"M" for modeled* or a *"T" for taught* in the column preceding each skill. As we discussed earlier, some skills and behaviors are both modeled and taught. You may decide that this applies to some of the skills on the checklist. If so, mark the column M/T for both modeled and taught.	Worksheet "Essential Skills Checklist"

Summary Statements of Objective 1 (Roles of Parents) and lead in to Objective 2 (Goal Setting)

We have established that skills determined to be essential for success in a career/ life style, whether they are indirect (modeled) or direct (taught), can be developed by parents working with handicapped children at home.

It is also important to realize that the development of these skills can be accomplished at differing levels. Therefore, *complete mastery* of all skills is not necessary to gain employment and success at different occupational levels.

Transparency: Different Levels of Skill Mastery — OH III.1.8

As an example let us turn again to our Essential Skills Checklist. The skill "practices 'job necessary' forms of communication" could be mastered at different levels depending on the job or occupation to which it is applied. The amount of reading and writing necessary for success in a janitorial position would be considerably less than that needed in performing the duties of a shipping clerk.

HOW CAN PARENTS ENHANCE THEIR CHILD'S CAREER DEVELOPMENT AT HOME?

COMPONENT III: Participating parents will demonstrate their ability to enhance their handicapped child's career development in the home.

OBJECTIVE 2: The participants should gain knowledge and skills to help them establish clear career development goals for their child.

TRANSITION STATEMENT: Essential skills needed for success in a career/life style can be modeled and taught in the home by parents of handicapped children. The mastery of these skills can be accomplished at different levels depending on the requirements of a job or occupation. The importance of setting appropriate goals will be explored in Objective 2.

MATERIALS:

Transparencies: I.1.8
III.2.1
III.2.2
III.2.3
III.2.4
III.2.5

Worksheets: Essential Skills Checklist
Identifying Skills That Lead to Goal Achievement

Handout: Parent Packet: Considerations for Goal Setting Priorities

COMPONENT III

CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Transition Statements to Objective 2 (Setting Goals)	We have discovered that essential skills needed for success in a career/life style can be modeled and taught by parents of handicapped children in the home. We have also learned that mastery of these essential skills can be accomplished at different developmental levels depending on the requirements of a job or occupation. Knowing these facts will help us as we begin to explore the next facet of helping handicapped children gain career development skills at home: setting career development goals.	
Definition: Goal	*Goal* is defined: the objective point that one is striving to reach; the end aimed at; the goal of one's ambition.	
	Throughout our exploration of career education we have consistently used this *(show success model transparency)* model to focus on the goal or aim of career education. To be successful in a career/life style essential skills must be developed.	OH Success Model Transparency I.1.8
	To do this with maximum effectiveness *goals* must be set. Deciding what goals to set, matching goals to individual abilities and determining which goals should receive priority will be discussed next.	

COMPONENT III

CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Goal Setting (Objective 2)	To set effective goals a method or system should be developed. One way of accomplishing this task is to use a *Structure for Planning*	OH III.2.1 Structure for Planning Goals
	Transparency: Structure for Planning Goals	
	This planning structure has three main steps or phases:	
	1. The first step is to review the current functioning of the child. This is indicated by the checks made in the first column of the "essential skills checklist": "skills done independently." These skills have reached the mastery level the child is capable of performing currently in a consistent manner.	Worksheet "Essential Skills Checklist"
	2. The second step will be to look at the *Major Skill Headings* on the checklist such as "Has Good Group Relationships" included in the Social Competence section. These major skill headings are considered broad goals and the specific skills listed beneath are the steps to take to achieve the goal.	
	Concentrating on the *Major Skill Headings* is the starting point for setting goal *priorities* for a handicapped child.	
	It is probable that you, as parents, have many goals for your child. To help you decide which goals to set first consider the following questions.	OH III.2.2 Handout: Considerations for Goal Setting
	All of the considerations discussed will help you to decide which goal(s) should receive top priority when working with your child in developing career education goals.	

COMPONENT III CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Goal Setting (continued)	3. The third step in the structure for planning goals concentrates on the individual skills included in the checklist. It is important to realize that developing specific skills leads to eventual accomplishment of goals.	OH III.2.1 Structure Transparency
Modified Task Analysis of a priority goal from skills checklist	*Transparency: Steps to Achieve Goal* We will look at an example of essential skill steps a child should master to reach the goal of "caring for personal needs".	OH III.2.3 III.2.4

Task Analysis
Small Group Activity
(Allow 10-15 minutes)

Deciding which skills are important for a child to master so that a goal is accomplished also involves the list of considerations we discussed for goal setting priorities.

To provide you with practice in identifying the skills which lead to goal achievement we will work together in the following activity.

Transparency: Display on OH during entire activity.

In small groups of 3-5, using the "Essential Skills Checklist" and the worksheet provided, choose one of the *Major Goal Areas* (example: "Buying and Preparing Food") and list the specific skills your group decides to be steps to the goal achievement. The example, "Daily Living Skills: Caring for Personal Needs" will assist you.

OH
III.2.3, III.2.4
"Caring for Personal Needs"

Encourage the groups to report the skill area they choose. It will be beneficial if each group chooses a different Major Goal Area.

When you have completed the list, choose one person to report when the large group reconvenes.

This is a three-step activity:

1. Form small groups and choose Major Goal Area.
2. List skills
3. Report to large group.

COMPONENT III

CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Review and Transition Statements to Objective 3 (Specific Strategies and Techniques)	Before we discuss specific strategies and teaching techniques to develop essential career development skills, let us review these important points:	
	(Transparency: Objective 1 and Objective 2 Review Statements)	OH III.2.5 Objectives 1 and 2 Review Statements
	1. Through the roles of model and teacher, parents have the opportunity to develop essential career development skills at home.	
	2. To set appropriate goals a systematic way of determining the child's individual needs should be used. The following "structure for planning" will aid in this task: a. First, determine the child's current level of skill mastery. b. Second, set priorities from the list of partially developed and undeveloped skills. c. Third, decide what specific skills the child should master for goal achievement.	
	3. Mastery of essential skills can be accomplished at different developmental levels depending on the requirements of a job or occupation.	
Introduction Statements to Objective 3	With these facts in mind, let us turn our attention to specific strategies and teaching techniques to develop essential career development skills.	

HOW CAN PARENTS ENHANCE THEIR CHILD'S CAREER DEVELOPMENT AT HOME?

COMPONENT III: Participating parents will demonstrate their ability to enhance their handicapped child's career development in the home.

OBJECTIVE 3: The participants should gain knowledge and skills to aid in developing specific strategies and techniques to help their child meet his or her career development goals.

TRANSITION STATEMENTS: Essential skills needed for a successful career/life style can be modeled and taught by parents of handicapped children at home. The importance of setting appropriate goals has been established. To ensure success for parents in the teacher/model role, specific strategies and teaching techniques will be explored.

MATERIALS:

Transparencies: III.3.1
III.3.2

Worksheets: Teaching Plan Sheet
Tutor Training Triad
Observer Report Form
Parent/Teacher Report Form

Handouts: Parent Packet: Strategies for Successful Teaching
Helpful Teaching Hints
Steps to Take in Teaching a Skill or Changing a Behavior

COMPONENT III CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Strategies and Techniques to Develop Essential Career Development Skills	In the first session we learned that career education skills are acquired in a developmental process.	
	The task of developing specific teaching strategies will be more clearly understood if we review the four levels of skills development:	OH III.3.1 Levels of Skill Development
	1. *Introduction of the skill.* At this stage, skills are modeled or shown to the child through observation. A child watches as meals are being prepared before any attempt is made for him or her to participate.	
	2. *Elaboration of the skill.* The child is exposed to more examples of the skill as a parent describes what the skill involves. The parent may talk about methods of food preparation as they are performed and show the child the stages and results of his or her effort.	
	3. *Application of the skill.* At this time, the child is given the opportunity to try isolated tasks with careful supervision. The parent may ask the child to peel the potatoes for the meal. Many opportunities for repeated practice with parent assistance should be given. The more a child is actively involved in learning the more he or she will remember.	
	4. *Mastery of the skill.* Mastery occurs after frequent, correct practice when the parent observes that the skill is consistently performed. The child has demonstrated repeatedly that he or she can peel and boil the potatoes.	

Strategies and Techniques to Develop Essential Career Development Skills (continued)

It is important to see these levels as on-going. They do not happen just once at any certain age or time. We are constantly being introduced to new duties or jobs and the new skills which they require.

Some skills may require varying amounts of time spent at each developmental level. A skill such as peeling potatoes may reach the mastery level in a short span of time. However, a skill such as "uses appropriate outlets for emotions" may require *elaboration* and *application* with parental assistance for a number of years.

Levels of skill development also form the basic framework for specific teaching strategies.

Transparency: Skill Development Teaching Model

OH III.3.2
Skill Development Teaching Model

Opposite each skill development level are teaching steps. These teaching steps as examples are applied to the model.

(Relate examples while participants view transparency). Point to each teaching step as it is referred to in the model.

Examples:

1. Skill: *Child will master mowing the lawn.*

Introduction: The child observes the parent mowing the lawn from a young age. This skill is introduced through modeling because you would not expect a small child to mow a lawn.

Elaboration: This is the phase where explanation/orientation is the teaching technique. The child may ask, "Where

Strategies and Techniques to Develop Essential Career Development Skills (continued)

are you going?" or "Why are you doing that?" It is important that parents respond to children's early questions, especially when the question refers to a skill he or she will later need for career/life style success. In the case of the lawn mower, explain what the lawn mower does and why we mow the lawn in certain ways.

"How do you start it?"--explain (orientation)

"How does it cut?"--orientation to safety practices the child must acquire before mastery of the skill.

Application: The appropriateness of the child's age, maturity level and physical readiness must be considered during the application phase. Safety conditions are also taken into account. If these conditions are present to the degree appropriate, the child can begin to apply his or her knowledge of the skill. The child might begin by pushing the lawn mower one revolution with the parent assisting. It is important that the parent point out finer aspects of the skill as they go along. For example, the child should be shown the pattern desired by the parent, the correct position of the wheels so that the grass is cut evenly and how to turn the mower at corners. With parent assistance, the child progresses to more difficult tasks such as starting and stopping the mower accompanied by the safety procedures involved in each. As

CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Strategies and Techniques to Develop Essential Career Development Skills (continued)	the skill is practiced, the parent should take every opportunity to let the child know how he or she is progressing as well as improvements that the child can make. The parent should also be evaluating the child's performance during this practice and grant the child greater amounts of responsibility as the skill develops. *Mastery of the skill.* Mastery of the skill occurs when the child can independently perform the task with no adult supervision or assistance on a consistent basis. In the lawn mower example this level is reached when the child can be asked to mow the lawn and he or she responds to the request by performing all aspects of the task himself or herself.	
Successful Teaching Techniques	To assist you in developing career development skills at home, a list of successful teaching techniques has been prepared. These techniques will enhance the success of the teaching model just discussed.	Handouts: 1. Strategies for Successful Teaching 2. Helpful Teaching Hints

COMPONENT III

CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Culminating Activity Small Group Activity Tutoring Triads to Practice Teaching Steps in Essential Skills	Modeling and teaching career development skills at home can be accomplished if parents develop and follow a plan. A sample plan is included for your reference.	Worksheet: Teaching Plan Sheet
	The plan should include:	
	1. Observations of your child.	Handout: Steps to Take in Teaching a Skill or Changing a Behavior
	2. Identification of the skill to be taught from the priorities set for the child.	
	3. Identification of a realistic level of competency for the age, ability level, and maturity of the child.	
	4. Outline the steps to take in skill development.	
	5. Identification of the rewards and reinforcers to be used.	
	6. Identification of the evaluation measure to be used to determine mastery of the skill.	
	Example: Goal Area: *Proficiency in Telephone Usage*	
	1. Skill. Child will correctly dial grandmother's telephone number.	
	2. Child will pick out correct number from a parent-prepared list. At this level child is not capable of using the telphone book to locate number.	

COMPONENT III CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Culminating Activity (continued)	3. Child can pick up receiver, listen for dial tone, dial numbers completely in correct order.	
	4. Reward/reinforcer. Hearing grandmother's voice praising him or her for correctly placing the call. Invitation to visit.	
	5. Child can dial complete number correctly on a consistently independent basis.	
Trainer will move from group to group offering encouragement, guidance and constructive comments.	Tutoring Triads: To provide you with practice in teaching specific skills we will form into groups of three. Each person will receive a skill to teach. You will be given a worksheet and sufficient time to prepare the teaching steps involved in the skill. The lawn mowing model will assist you.	3 Worksheets 1. Observer Report Form 2. Tutor Report Form 3. Tutee Observation Form
Reference included	When you have prepared your teaching steps, you will have the opportunity to "teach" the skill to one of the other people in your group.	
	The remaining person in your triad will act as your observer. The observer will use a set of questions designed to help you improve your techniques of teaching.	
	All people in the group will act in all three roles. Everyone should have the opportunity to be "teacher, student/child and observer."	
	All comments should be constructive and designed to help the teacher develop teaching strategies that will benefit the child.	

TUTORING TRIADS
FACILITATOR REFERENCE

SAMPLE SKILLS TO TEACH

1. Make the bed
2. Operate the dishwasher
3. Operate the washing machine/clothes dryer
4. Use a screw driver
5. Peel carrots/potatoes
6. Sweep the floor
7. Vacuum the carpet/operate the vacuum cleaner
8. Pump gas into automobile
9. Check the oil in the automobile
10. Check a book out of the public library
11. Call 'Information' to inquire about a telephone number
12. Make a bank deposit/withdrawal
13. Write a check properly
14. Use public transportation such as a bus or taxi
15. Buy groceries from a prepared list
16. Write a friendly letter/address envelope
17. Set a table correctly
18. Make correct money exchanges for small purchases
19. Make appropriate telephone conversation
20. Fold/store/hang clothes properly

COMPONENT III CAREER DEVELOPMENT AT HOME	FACILITATOR PRESENTATION	MATERIALS
Discussion of Tutoring Triads	Conduct an informal discussion of the Tutoring Triad activity. The facilitator should offer constructive comments, guidance and offer encouragement to all participant responses. Discussion points to emphasize: 1. It is important to break each skill into small, developmental teaching steps. 2. Each step done correctly should be rewarded/reinforced immediately. 3. Consistent, correct practice should be provided for a child to reach skill mastery.	
Summary/Transition Statements	SUMMARY AND TRANSITION STATEMENTS: Parents can play an important role in the education of their children by serving as teachers. One caution for parents is that they be as objective as possible in working with their children. A second concern is that all teaching endeavors be carefully planned with a definite purpose.	
Transition to Component IV	We have seen that parents are effective partners with the schools in planning their child's educational programs. In Component III we have discovered ways that parents can successfully teach essential skills at home. In the next session, we will explore ways that this success pattern can be extended to helping our handicapped child make a transition to community living.	

APPENDIX C

COMPONENT III

COMPONENT III

Transparencies and Printed Materials

Transparencies

III.1.1
III.1.2
III.1.3
III.1.4
III.1.5
III.1.6
III.1.7
III.1.8
III.2.1
III.2.2
III.2.3
III.2.4
III.2.5
III.3.1
III.3.2

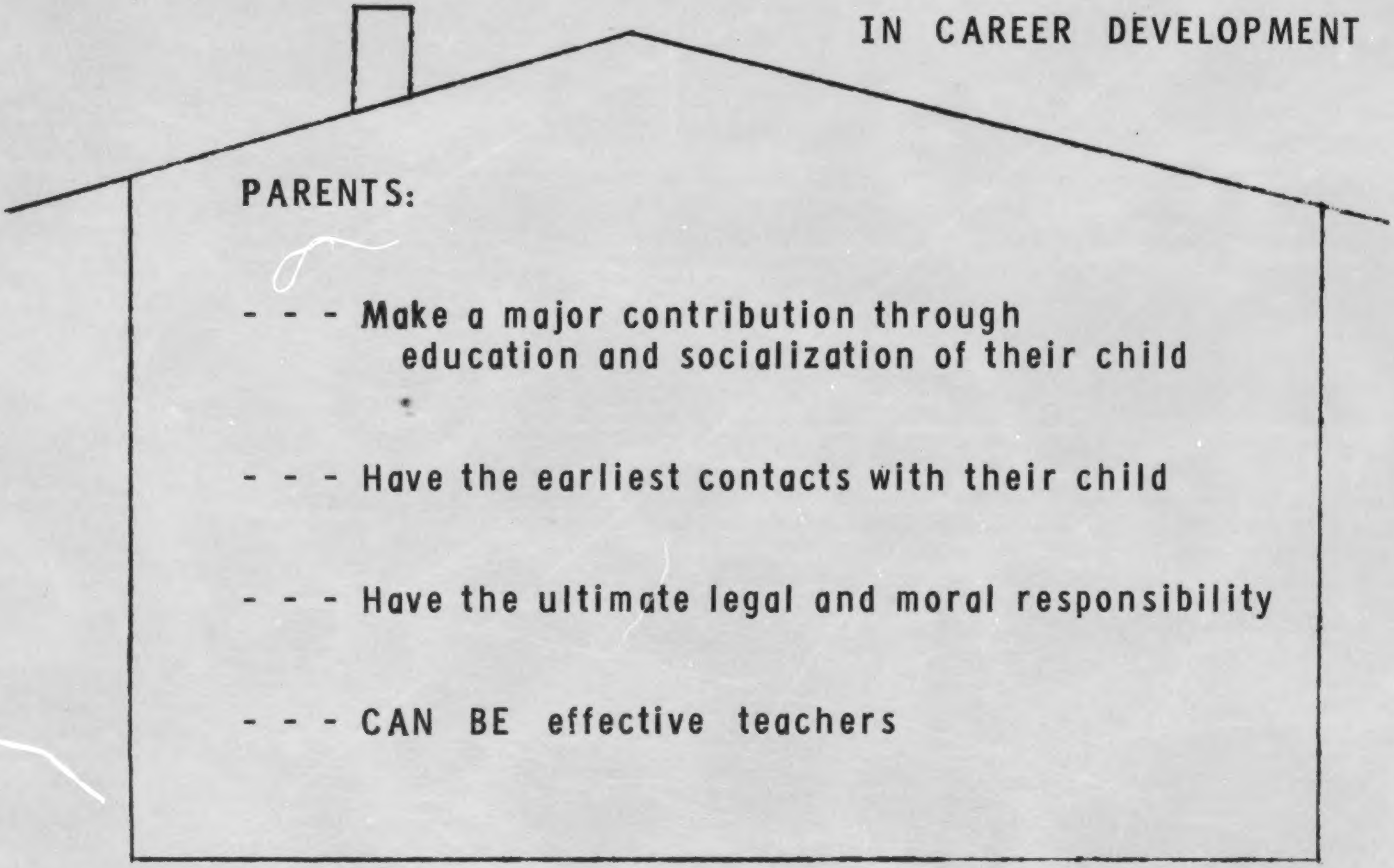
Printed Materials:

Worksheets:

- Essential Skills Checklist
- Identifying Skills That Lead to Goal Achievement
- Teaching Plan Sheet
- Tutor Training Triad
- Observer Report Form
- Parent/Teacher Report Form
- Tutee Observation Report
- Considerations For Goal Setting
- Strategies For Successful Teaching
- Helpful Teaching Hints
- Steps To Take In Teaching A Skill Or Behavior

Transparency III.3.1

THE IMPORTANCE OF PARENTS AND THE HOME IN CAREER DEVELOPMENT



PARENTS:

- - - Make a major contribution through education and socialization of their child

- - - Have the earliest contacts with their child

- - - Have the ultimate legal and moral responsibility

- - - CAN BE effective teachers

C-3

Transparency III.1.2

GOAL: PARTICIPATING PARENTS WILL DEMONSTRATE THEIR ABILITY TO ENHANCE THEIR HANDICAPPED CHILD'S CAREER DEVELOPMENT IN THE HOME.

OBJECTIVES: THE PARTICIPANTS WILL GAIN KNOWLEDGE AND SKILLS:

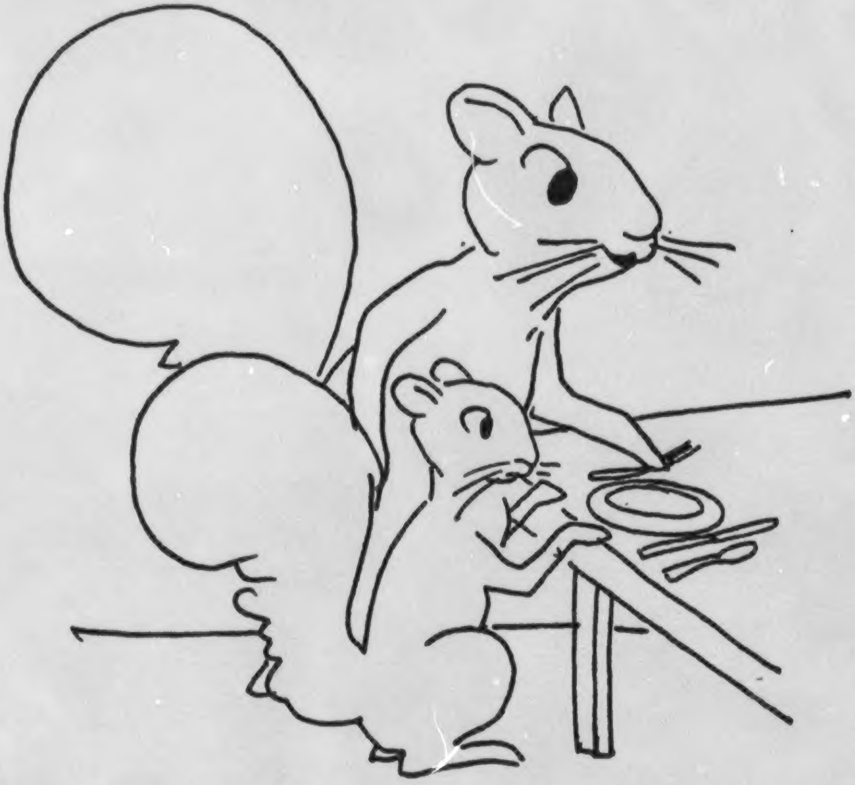
C-4

1. To be more effective role models and teachers to their children in everyday home life.
2. To help them establish career development Goals for their children.
3. To aid parents in developing specific strategies and techniques to help their child meet their career development goals.

Transparency III.1.4

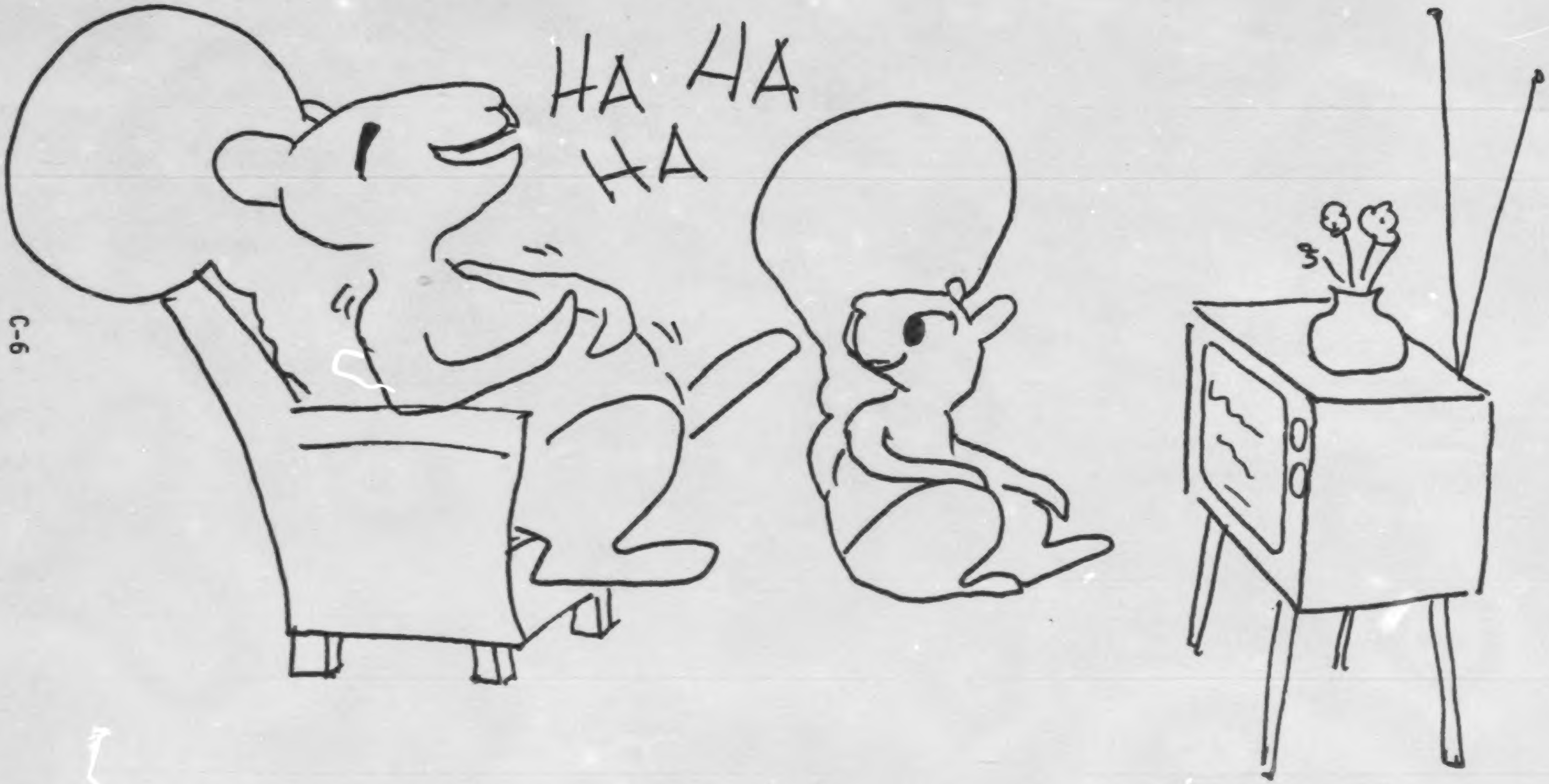
SKILL: Demonstrates appropriate Table Manners and Eating Habits

C-5



Transparency III.1.5

SKILL: Using Socially Acceptable Outlets for Emotions



C-6

Transparency III.1.6

SKILLS AND BEHAVIORS LEARNED THROUGH MODELING

SPEECH AND LANGUAGE

SAFETY PRACTICES

CLEANLINESS PRACTICES

C-7

PROPER DIET

FEELINGS

WORK ETHICS: Responsibility, punctuality

SKILLS AND BEHAVIORS LEARNED THROUGH TEACHING

BASIC SURVIVAL SKILLS

TABLE MANNERS

TELLING TIME

MONEY RESPONSIBILITY

HOUSEHOLD RESPONSIBILITIES

HOW TO PLAY AND USE SPORTING EQUIPMENT

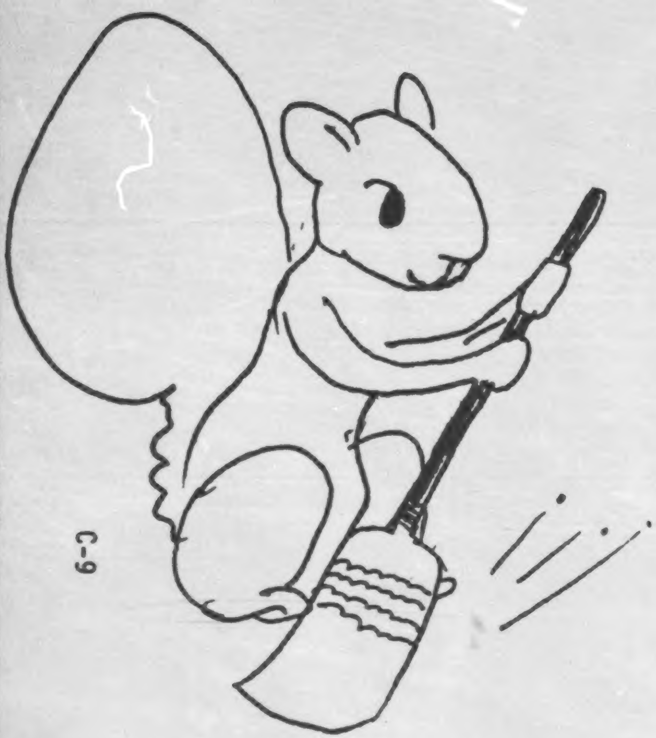
HOW TO USE BASIC TOOLS AND APPLIANCES

HOW TO COOK BASIC FOODS

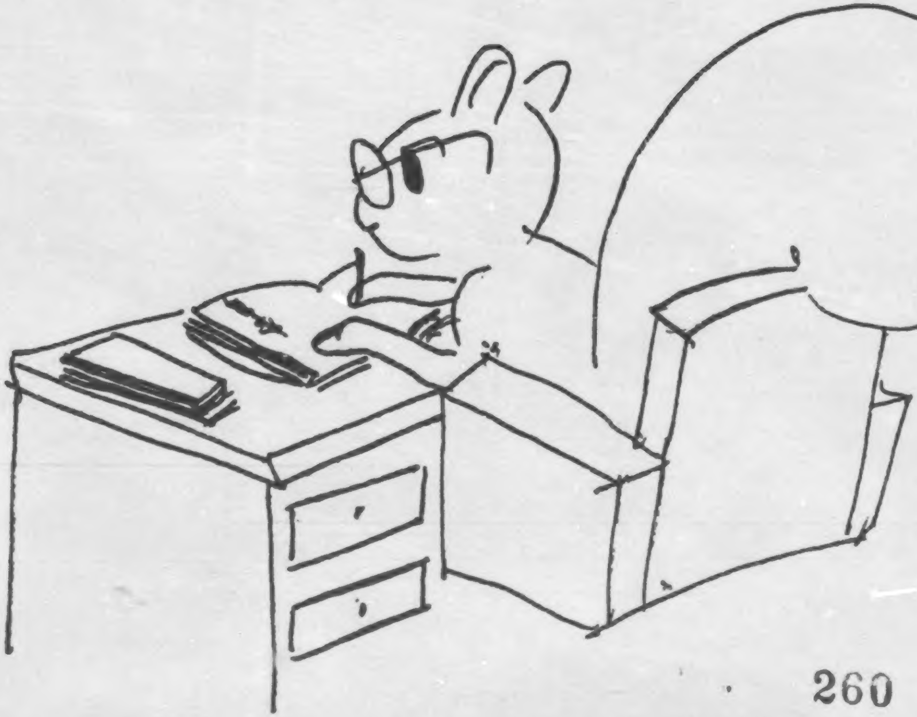
HOW TO FOLLOW DIRECTIONS

Transparency III.1.8

SKILL: Practices "Job Necessary" forms of communication



C-9



STRUCTURE FOR PLANNING GOALS

1. REVIEW CURRENT FUNCTIONING OF CHILD
   ---"Skills done independently"

II. SET GOAL PRIORITIES
   ---Major skill headings

III. LOOK AT SPECIFIC SKILLS THAT LEAD TO GOAL ACCOMPLISHMENT

C-10

Transparency III.2.2

CONSIDERATIONS FOR GOAL SETTING PRIORITIES

1. What skills has my child already acquired?

2. Is the goal appropriate for my child's age and maturity level?

3. Does my child have the necessary academic functioning to attempt the goal?

4. Which goals will my child benefit from at this point in his career education?

5. Which skills has my child mastered at a partial-mastery level?

6. Which skills can I, as a parent, teach or model most easily?

CONSIDERATIONS FOR GOAL SETTING PRIORITIES

(Handout)

1. What Skills Has My Child Aready Acquired?

2. Is the Goal Appropriate for My Child's Age and Maturity Level?

3. Does My Child Have the Necessary Academic Functioning to Attempt the Goal?

4. Which Goals Will My Child Benefit from at This Point in His or Her Career Education?

5. Which Skills Has My Child Mastered at a Partial-Mastery Level?

6. Which Skills Can I, as a Parent, Teach or Model Most Easily?

IDENTIFYING SKILLS THAT LEAD TO GOAL ACHIEVEMENT

Small Group Activity Worksheet

Directions: Choose a *Major Goal Area* from the "Essential Skills Checklist." In your group decide which specific skills should be developed to attain goal mastery.

Goal Priority: ____

Specific Skills to be Developed:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Transparency III.2.3

GOAL PRIORITY: CARING FOR PERSONAL NEEDS

SKILL STEPS TO GOAL ACHIEVEMENT:

1. Child can identify appropriate clothing to wear for different weather conditions.
2. Child can choose clothing appropriate to wear for different activities.
3. Child can select appropriate clothing for a given occasion.
4. Child demonstrates ability to use bathtub or shower for cleaning body parts.
5. Child shows ability to perform proper brushing and flossing of teeth.
6. Child has skill to use personal care/cleanliness products.

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Transparency III.2.4

SKILL STEPS TO GOAL ACHIEVEMENT: (Cont.)

7. Child knows that proper diet and exercise relate to good health.
8. Child can perform common physical exercises.
9. Child knows major symptoms of common illnesses.
10. Child knows and can identify potential health hazards found in the home.
11. Child knows where to seek assistance with medical problems.
12. Child can demonstrate basic first aid techniques.

C-15

Transparency III.2.5

REVIEW STATEMENTS

Objectives 1 and 2

1. Parents can model and teach career development skills at home.

2. A structure for planning is helpful in determining goals:
    a. Determine current level of skill mastery
    b. Set goal priorities
    c. Determine skills that lead to goal achievement

C-16

3. Mastery of skills occurs at different developmental levels

Transparency III.3.1

SKILL DEVELOPMENT TEACHING MODEL

INTRODUCTION OF SKILL	Model skill Introduce skill
ELABORATION OF SKILL	Provide explanation/examples of skill
APPLICATION OF SKILL	Apply skill with reinforcement/reward Practice skill with evaluation
MASTERY OF SKILL	Consistent Independent performance

Transparency III.3.2

SKILL: CHILD WILL LEARN TO MOW THE LAWN

DEVELOPMENT LEVEL	TEACHING STRATEGY
1. INTRODUCTION	Child observes parent mow lawn.
2. ELABORATION	Parent describes actions. Parent answers questions about the lawn mower and its use. Parent uses opportunities to orient child to all phases of the lawn mowing skill including safety practices.
3. APPLICATION	Child practices small parts of skill with parental supervision and assistance. As skill progresses, more responsibility is given with reinforcement and appropriate rewards.
4. MASTERY	Child is able to mow the lawn independently on a consistent basis.

C-18

STRATEGIES FOR SUCCESSFUL TEACHING

(Handout)

1. Developing new behaviors. Behavior followed by a rewarding experience is more likely to occur again. When a child completes a task successfully, a reward is given immediately. Rewards/reinforcers can be edible (small portions of food), special privileges, or verbal praise. Whatever reinforcement you choose, it must be something the child enjoys to insure the skill will be done correctly again.

2. Reducing a behavior. No reward following a behavior will tend to decrease that behavior. If we wish to reduce an undesirable behavior, we should attempt to remove what has been serving as a reward. One of the first steps to take is ignoring that behavior and concentrating on rewarding positive behaviors.

3. Maxmimizing success. Learning occurs most rapidly when a child has the greatest number of opportunities to perform correctly. This means we should attempt to divide a task into steps we are reasonably sure can be accomplished.

4. Feedback. It is important that whenever a behavior or skill is performed correctly, or progress is made in the right direction, that the child be told of his or her acceptable performance. Feedback is also essential if a child is performing incorrectly. Close supervision and immediate feedback insure that learning is taking place.

5. Modeling/Demonstration. Whenever a new skill or behavior is to be learned, ask the child to watch the task being performed to completion. In modeling, verbal instructions and imitation are used together to insure success.

HELPFUL TEACHING HINTS

(Handout)

1. Choose realistic tasks that the child will find value in learning.
2. Use short tasks at first so that emphasis is on completion and success.
3. Acceptable work for the child must be produced before he or she is excused or reinforced. Work with your child to set up criteria which are fair.
4. Be alert to work which is too difficult or too long. Emphasize successful completion in small steps.
5. As proficiency increases, increase the difficulty of the task to ensure keeping your child's interest.
6. Don't hesitate to cut tasks that are too long, but redefine limits immediately if you do.

TEACHING PLAN SHEET

(Handout)

I. Observations: (What skills can your child do well or with partial mastery? Determine the appropriateness of your child's behavor)

II. Specific Skills you Want to Teach or Behavior you Want to Change:

III. Describe Acceptable Performance Level of Skill or Behavior:

IV. Plan a Teaching Strategy: (What will you teach first and how?)

V. Rewards/Reinforcers: (How will you show your child that his or her performance was acceptable?)

VI. Evaluation: (How did the lesson go? What would you change?)

STEPS TO TAKE IN TEACHING A SKILL OR CHANGING A BEHAVIOR

(Handout)

1. Observe your child carefully. Note the skills he or she can do well or with partial mastery. Determine the appropriateness of your child's behavior.

2. Decide which specific skills you want to teach or which behavior you want to change.

3. Describe in writing, what the acceptable behavior or level of skill development will be.

4. Plan a Strategy of intervention.
   a. If appropriate, discuss the desired skill to be learned or behavior to be changed with your child.
   b. Provide the opportunity, setting, and materials for your child to practice the skill or desired behavior.
   c. Give immediate positive reinforcement for correct performance of skill or behavior.
   d. Allow ample opportunities for child to practice the new behavior or skill.

5. Choose reinforcers to reward acceptable performance.

6. Evaluate by continuing to observe your child to determine whether he or she has achieved and maintains the stated level of acceptable performance.

Remember if one method or technique of teaching does not seem to be effective with your child, there are many others to try. The important thing is to keep trying until you find a successful method and a reward that is reinforcing to the child. The correct performance of a task or a behavior followed by something reinforcing will insure repeated success.

TUTOR TRAINING TRIAD (TTT)*

The tutor training triad (TT) is designed to give tutors in training the opportunity to be critiqued while they are in role playing situations.

The three roles in the triad are:

1. The Tutor. The person who is teaching a concept to the tutee. A form, Tutor Report Form, is provided for the tutor to do a self-evaluation following the session.

2. The Tutee. The person who is receiving the instruction from the tutor. A form, Tutee Observation Report, is provided for the tutee to give feedback to the tutor.

3. The Observer. An observer helps the tutor learn the skills more quickly. Generally the observers will give informational feedback to both of the other members of the triad on how they interacted during their role playing. The observer will usually concentrate on giving useful data to the two others while refraining from making unsupported value judgments. A form, Observer Report Form, is provided for use by the observer.

Practicum

A. Select the role you are going to play first in the triad (tutor, tutee, or observer). As the tutee, there are numerous roles you can play. Some examples are:

    1. A young child who has not mastered the basic addition or subtraction facts, and cannot remember them.
    2. An adolescent who needs help in reading for comprehension.
    3. A child who needs help in learning self-help skills, e.g., tying shoes.

B. The role playing situation should continue for approximately fifteen to twenty minutes. Limiting the role playing to this time will allow the observer to focus his or her feedback to the role players. After the role playing is completed, each member of the triad will respond in writing to the question on the appropriate report form. Thus, when you finish each activity you will have all three report forms completed.

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[*] Stanley F. Vasa, "Tutor Training Triad (TTT)" (Lincoln, Nebraska: University of Nebraska). (Mimeographed.)

C. After members of the triad have answered the questions on the report forms in writing, the verbal feedback begins. The observer talks the first few minutes before the other members of the triad give their reactions. The objective of the discussion is to give the tutor honest feedback that will enable him or her to effectively use the strategy when he or she works with a "real" tutee.

D. Each triad should work through at least two or three experiences with each role. The repetition of the activities will allow the tutors the opportunity to practice the suggestions given to them.

Name of Observer: ______________________ Date: ______________

Name of Tutor: ______________________ Topic/ ______________
Unit:

Name of Tutee: ______________________ ______________

OBSERVER REPORT FORM

The following list of questions is intended as a checklist by an observer. The observer is encouraged to answer each question carefully after a tutoring session has been completed. A rating scale of 1-5 is to be utilized with five (5) being highly developed and one (1) to represent totally absent.

____ 1. Did the tutor establish rapport with the student?

____ 2. Did the tutor have the materials ready?

____ 3. Did the tutor reinforce the student appropriately?

____ 4. Did the tutor provide support but still remain objective? e.g., did not give answer to child.

____ 5. Was the tutor able to adjust to environmental/student changes?

____ 6. Where did the tutor position herself/himself in relationship to the child?

____ 7. Did the tutor maintain control of the instructional situation?

____ 8. Did the tutor maintain accurate records of the student's performance?

____ 9. Did the tutor give clear, concise instructions to the tutee?

General Comments

PARENT/TEACHER REPORT FORM

The following list of questions is intended as a checklist by the parent/teacher. The parent/teacher is encouraged to answer each question carefully after a teaching session has been completed. A rating scale of 1-5 is to be utilized with five (5) being highly developed and one (1) to represent totally absent.

____ 1. Did you feel you have the knowledge of the tutee's ability to tutor him/her?

____ 2. Did you feel you had the training to carry out the instructions?

____ 3. Did you feel that the tutee was motivated to do his/her best work?

____ 4. Did you feel comfortable in the tutoring situation?

General Comments:

TUTEE OBSERVATION REPORT

The following list of questions is intended as a checklist by the tutee to assist the tutor in improving his/her skills. The tutee is encouraged to answer each question carefully after the tutoring session has been completed. A rating scale of 1-5 is to be utilized with five (5) being highly developed and one (1) to represent totally absent.

____ 1. Did the tutor establish rapport with you?

____ 2. Were the instructions given to you in a clear, concise manner?

____ 3. Did you feel that the tutor was prepared?

____ 4. Did you feel that the tutor was interested in your learning?

____ 5. Did the tutor provide you with feedback on your progress?

____ 6. Did the tutor make you feel comfortable?

____ 7. Did the tutor emphasize your strengths rather than your weaknesses and failures?

General Comments:

COMPONENT IV

HOW CAN PARENTS ENHANCE THEIR CHILD'S TRANSITION TO COMMUNITY LIFE?

COMPONENT IV

HOW CAN PARENTS ENHANCE THEIR CHILD'S TRANSITION TO COMMUNITY LIFE?

GOAL: Parents will demonstrate an increase in knowledge which will help them in supporting their handicapped child's transition to community life.

OBJECTIVES:

1. Parents will gain awareness of the rights of the handicapped in the community.
2. Parents will gain information to aid them in helping their handicapped child choose a career.
3. Parents will gain skills in helping their handicapped child make an effective transition from school to work.
4. Parents will gain skills in helping their handicapped child make an effective transition into the community.

TOPIC	ACTIVITY	TIME	RESPONSIBILITY
--Introduction/ Goal Statements	Lecture	10 min.	Facilitator
--Legal Rights of the Handicapped	Lecture	10 min.	Facilitator
--Job Options	Lecture	10 min.	Facilitator
--Job Characteristics	Lecture/Small Group Activity	20 min.	Facilitator
--Awareness of Self	Lecture	5 min.	Facilitator
--BREAK		10 min.	
--Procuring a Job	Lecture	5 min.	Facilitator
--Successful Job	Lecture	10 min.	Facilitator
--Interview	Lecture	10 min.	Facilitator
--Community Living Skills	Lecture/Small Group Activity	10 min.	Facilitator

MATERIALS/RESOURCES NEEDED

1. Overhead projector
2. Transparencies
3. Worksheets
4. Pencils
5. Parent Information Handbook
6. Overhead pen or pencil (washable)
7. Refreshments (optional)

PREPLANNING ACTIVITIES

1. Arrange room
2. Set up overhead projector
3. Gather above materials
4. Order Social Security pamphlets
5. Prepare worksheets and transparencies (refer to introductory sheet preceding each objective).

HOW CAN PARENTS ENHANCE THEIR CHILD'S TRANSITION TO COMMUNITY LIFE?

COMPONENT IV: Parents will demonstrate an increase in knowledge which will help them in supporting their handicapped child's transition to community life.

OBJECTIVE 1: Parents will gain awareness of the rights of the handicapped in the community.

TRANSITION STATEMENT: The success model, used throughout these sessions, emphasizes the importance of the home, the school and the community in helping a handicapped child achieve a successful career and life style. Ways that paents can help and support their child at home and at school have been discussed. The transition to community life and the rights afforded handicapped people will be the next focus of attention.

MATERIALS

Transparencies: I.1.8
IV.1.1
IV.1.2
IV.1.3
IV.1.4

Handouts: Parent Packet: Information/Address List for Legal Rights of the Handicapped

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Introductory Statements	The "Success Model" that has been used throughout these sessions emphasizes that the efforts of the school and the parents are directed toward maximizing the handicapped child's career/life style success.	OH I.1.8 Success Model
	Career education receives its first real test with the job selection and procurement process. Traditionally, the schools have not played a major role in the transition of the child from school to work; therefore, the handicapped child and his or her parents are virtually left to their own resources in selecting and procuring a job.	
	We discovered in our earlier sessions that with guidance, information and a plan, parents can be effective as advocates in their child's educational planning, role models and teachers of essential career development skills.	
	The skills and techniques used to support your child's career education in school and used to develop essential skills at home will also benefit in the choosing and procuring of employment.	
	Thus far, we have discussed our "Success Model" in terms of essential career development skills needed for success, how parents can actively support their child at school and in the home.	

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Goal	The *goal* of this session deals with the remaining portion of our model: the community, and how parents can support their child's transition to community life.	OH IV.1.1

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Legal Rights of the Handicapped Trainer Reference: Section 504 of the Vocational Rehabilitation Act A Handbook on the Legal Rights of Handicapped People	Every citizen has fundamental rights guaranteed to them by law. Handicapped citizens are no exception. The laws are written to assure that handicapped persons lead the most productive and satisfying lives possible. For parents to help their handicapped child make the most effective transition to community life, it is important to learn about the legal rights of the handicapped.	
Social Security Pamphlets: 1. SSI for Retarded People 2. Voc. Rehab. for the Blind and Disabled 3. SS Benefits for People Disabled before Age 22 4. How SSI Can Help	1. Most employers now have an *Affirmative Action* program for the hiring, placement and advancement of handicapped persons. 2. Handicapped persons seeking employment have the right to ask an employer for a *Reasonable Accommodation* to perform the job. Example: A visually impaired person may ask for instructions to be put on tape. A person with a physical handicap may ask for a change in location of the task he or she is to perform. 3. The way in which a building or facility is constructed can greatly affect its usability by handicapped persons and thus prevent them from gaining employment. A number of laws have been passed which attempt to eliminate *Architectural Barriers* in new buildings, and along new sidewalks to aid handicapped persons to conduct their lives without physical obstacles.	OH Transparencies IV.1.2 IV.1.3 IV.1.4

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Legal Rights of the Handicapped	4. Handicapped persons seeking employment are often the victims of *Discrimination.* Frequently, a handicapped person is not recognized as being as qualified to perform a job as an able-bodied individual. Many times this premise is unfounded. Laws that prohibit *Discrimination* solely on the basis of a person's handicap have been passed because equal opportunities for employment are essential to full integration into society. 5. *Benefits* for handicapped persons have also been outlined in the law. Because handicapped people often have medical and other expenses which prove to be a financial burden, numerous laws have been enacted to compensate them.	
Reference:	*Social Security Benefits:*	
Social Security Pamphlets SS Adm. District Office	a. Disability Benefits b. Rehabilitation Services c. Medicare d. Supplemental Security Income	
Address and Information Sheet found in Reference Section	*Business Benefits:* The Small Business Administration will assist any handcapped individual in establishing, acquiring or operating a small business concern.	
	Tax Benefits: A household which includes a handicapped individual may deduct expenses for household services and attendant care. A taxpayer who is blind or whose spouse is blind is entitled to an exemption. In some cases, a sales tax exemption may be claimed for items that aid handicapped persons.	

HOW CAN PARENTS ENHANCE THEIR CHILD'S TRANSITION TO COMMUNITY LIFE?

COMPONENT IV: Parents will demonstrate an increase in knowledge which will help them in supporting their handicapped child's transition to community life.

OBJECTIVE 2: Parents will gain information to aid them in helping their handicapped child choose a career.

TRANSITION STATEMENT: The law has given the handicapped the right to seek employment. The handicapped shall not be denied a job solely on the basis of the handicap. Having the right to gainful employment is only the beginning step for a handicapped child. Important information about choosing appropriate jobs will be the next topic of discussion.

MATERIALS

Transparencies: I.2.1
IV.2.1
IV.2.2
IV.2.3
IV.2.4
IV.2.5
IV.2.6
IV.2.7
IV.2.8
IV.2.9
IV.2.10
Worksheet: Occupational Clusters

Handouts: Parent Packet: Typical Jobs Found in Occupational Clusters
Steps for Effective Job/Skill/Interest Matching
Questions to Ask When Considering a Job

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Legal Rights Transition Statements	Through our "Success Model," we have learned that having a career or job is important. We have just discussed the legal rights of the handicapped. One of those rights is that no handicapped individual can be denied employment solely on the basis of the handicap. With these two facts in mind, we can begin looking at ways to help our handicapped child choose a career.	
	Transparency: Factors that Influenced Career Choice. (Component I)	OH I.2.1 Factors that Influenced Career Choice (Component I)
	We discovered that: 1. It is common for people to "happen" into a vocation rather than choose, prepare, and pursue a job because of interest. 2. Jobs are often chosen because of immediate need rather than interest or ability. 3. The great variety of factors that influenced your own career choices will also face your handcapped child. 4. Steps can be taken to help your son/daughter make a more adequate career choice.	

Job Options

Making important career decisions and choices rests on three (3) factors:

I. The first factor is to gain *awareness of options and information about jobs.* This information can be gained by exploring four aspects about jobs:

1. The variety of jobs available in the working world is often categorized into a system known as *Occupational Clusters.* Clusters are formed by listing all careers that share common skills and interests under fifteen (15) broad categories. *(Transparency: Occupational Clusters)* These fifteen clusters are generally accepted to be:

OH IV.2.1
Occupational
Clusters

Marketing and Distribution
Office Occupations
Personal Service
Public Service
Transportation
Agri-Business and Natural Resources
Communication and Media
Construction
Consumer and Homemaking Operations
Environment
Fine Arts and Humanities
Health Occupations
Hospitality and Recreation
Manufacturing
Marine Science

A handout list has been prepared for you containing a sampling of jobs that cluster under each category.

Handout:
Jobs Found in
Career Clusters

Familiarization with the variety of jobs available will aid parents in helping their handicapped child make career choices and decisions.

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Job Options (continued)	2. The next step involves looking at the job in terms of particular *characteristics*: The roles of different workers in different jobs. What duties would a worker be expected to perform? Are the working conditions on the job satisfactory and acceptable? Consider the physical requirements that are necessary to perform the job: How much strength, endurance, or dexterity are needed? The location of the job is important when considering transportation needs.	OH IV.2.2 Job Characteristics
	3. *Occupational opportunities* is another important consideration. Salaries, wages, employee benefits and commissions will be a major deciding factor in final job selection. Other opportunities to look for in a job are the availability of on-the-job training, supplemental training and the ability to advance in the occupation.	OH IV.2.3 Occupational Opportunities
	4. And finally, it is important to explore the job in terms of the *prerequisite working skills* needed to gain employment in the job. The academic skills required as well as the physical requirements will be among many deciding factors. Looking at the needed personal-social skills is an essential part of job success.	Handout: Questions to Ask When Considering a Job
	These occupational awareness and exploration steps provide ongoing learning opportunities across possible clusters of occupations as well as job entry level competencies for several related occupations found within an occupational/career cluster.	

COMPONENT IV
TRANSITION TO
COMMUNITY LIFE

FACILITATOR PRESENTATION

MATERIALS

Small Group
Activity

OH IV.2.4
Transportation
Cluster

To see this more clearly we will look at the *Transportation* cluster in terms of jobs included, characteristics, and prerequisite skills needed.

(Show transparency: Trainer reads each category and discusses with participants.)

Activity: For additional practice in identifying aspects of job exploration we will divide into groups of 3-5. Each group will choose a *Job Cluster*. Using the reference sheet of "Sample Jobs Found within a Job Cluster" and the worksheet, list:

a. Jobs available within the cluster

b. Characteristics of the jobs

c. Occupational opportunities that are available

d. Prerequisite working skills needed for the jobs

Choose a spokesperson from your group to report your findings when the large group reconvenes.

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Job Options (continued)	II. Information about jobs, their characteristics, the benefits and opportunities available is an important part of the job selection process. However, career and vocational goals are highly individual, particularly when preparing a child for acquiring and maintaining a specific job. The next logical step in preparation for good career decisions depends on *examination of the widely variant abilities and interests of the individual handicapped child.*	
Handout: Awareness of Self in Parent Packet	*(Transparency: Awareness of Self)*	OH IV.2.5 Awareness of Self
	1. *What interests has your child developed?* Interests may be evident by the types of hobbies, sports, or community activities your child has participated in through his or her childhood. Example: If your child has always enjoyed roller skating, employment at a roller skating rink would match his or her interest in the sport.	
	2. *What prerequisite skills does your child possess?* We have identified skills considered to be essential for job success in the checklist used in previous sessions. This checklist can help you make decisions about career choices by matching the skills your child has mastered with those desirable for a specific job.	
	3. *Does your child have a personal preference about the kind of job he or she would like?* Job satisfaction is a major determining factor for success in a career so the child's personal feelings must be considered in job selection.	

Job Options
(continued)

4. *Is there a preference for job location?* Is it preferable for the child to work near home, family, or both? Will the location of an acceptable job be dependent on the transportation available? Is the amount of time spent in travel a factor to be considered?

5. *Does your child possess the willingness and ability to take part in on-the-job skill training?* Often a handicapped child will be hired for a job dependent on the necessary training required to perform satisfactorily. Advancement can also result from acquiring more advanced skills and training.

III. Thus far, we have identified job clusters, characteristics of job, opportunities afforded and prerequisite working skills.

We have assessed the important aspects of the individual child in terms of interests, abilities, and job preference.

When these two factors have been completed we can begin to identify the career options available to an individual handicapped child by matching his or her skills and interests with appropriate jobs.

This job/skill/interest matching is essentially a *decision making process.*

You can help your child prepare to make important career decisions in the following ways:

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Job Options (continued)	1. *Provide early practice in making decisions.* Decisions are learned through the same developmental process by which essential skills are acquired. Example: In the first session we discussed the developmental process involved in learning to dress appropriately. This teaching progression includes giving the child a chance to make decisions about appropriate clothing to wear as he or she gains skills toward making independent choices.	OH I.2.6,7,8,9 1. Learning to Dress Appropriately 2. Child Chooses Clothing for Appropriate Occasion
	2. *Allow the child to experiment with interests through the independent choosing of activities and hobbies.* Example: An interest in putting models together at a young age may lead to the needed dexterity and skills for an assembly line job. A child with a knowledge of sports equipment and its usage would find job satisfaction working in a sporting goods store.	OH IV.2.6 Models to Manufacturing
	3. *Allow the child to make decisions about daily living experiences.* Choices such as: which friends to invite to play, which movie to see, which foods to have for lunch, and play activities in which to engage will help prepare the child for later career decisions.	OH IV.2.7
	4. *Explore jobs in terms of the child's interest.* When definite interests are present, certain jobs will hold a greater amount of appeal to a child than others. Example: A child who likes the outdoors would be more interested in working as a park maintenance person than working in a factory.	OH IV.2.8

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Job Options (continued)	5. After jobs are identified as matching your child's interests, *examine the necessary skills needed to perform the job with the skills the child possesses.* Example: Once you have determined your child's interest in working in a health-related occupation, you must look at his or her skills (academic, personal-social) to determine if they are adequate to perform satisfactorily.	OH IV.2.9
	6. *Job tryouts* can also assure a good match between jobs/interests/skills. High school work/study programs often include opportunities for job exploration on a tryout basis. Other ways to gain experience occur on a volunteer basis. Apprenticeship programs, if available, would be an excellent way for a handicapped child to test his or her ability to perform a job in which he or she is interested.	OH IV.2.10 Handout: Steps for Effective Job/Skill/Interest Matching

HOW CAN PARENTS ENHANCE THEIR CHILD'S TRANSITION TO COMMUNITY LIFE?

COMPONENT IV: Parents will demonstrate an increase in knowledge which will help them in supporting their handicapped child's transition to community life.

OBJECTIVE 3: Parents will gain skills in helping their handicapped child make an effective transition from school to work.

TRANSITION STATEMENT: The topics discussed thus far have been general. There are many available jobs, many children, varied abilities and skills, and a wide range of interests. Objective 3 will concentrate on specific ways that parents can aid their handicapped child in the selection and procurement of a job.

MATERIALS

Transparencies: IV.3.1
IV.3.2
IV.3.3
IV.3.4
IV.3.5
IV.3.5a
IV.3.5b
IV.3.6

Handout: Job Hunting Checklist

Procuring a Job
Introductory
Statements

Thus far we have discussed many aspects of helping handicapped children make an effective transition from home to community life.

We have become familiar with the legal rights available to handicapped people.

We have discovered the variety of jobs that can be grouped under broad categories known as *Occupational Clusters*.

We have explored the job characteristics important for handicapped people to consider as well as occupational opportunities and prerequisite working skills needed to perform a job satisfactorily.

We have discovered the importance of considering the interests and abilities of the individual before making decisions regarding job choice.

We have studied ways that parents can help children make important career decisions through job/skill/interest matching.

To this point, we have been talking in generalities: many available jobs, many children, varied abilities and skills, and a wide range of interests.

Let us turn our attention now to specifics: ways parents can aid their child in the selection and procurement of a job. This is the phase where all of the aforementioned knowledge and skills are applied practically in choosing and acquiring gainful employment.

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Procuring a Job (continued)	To effectively apply the knowledge we have about jobs, the child, and good job/skills/interests matches, four factors must be considered: 1. What are the *Occupational Possibilities?* To answer this question, consider what specific jobs that your child could perform successfully are available in your community. Larger communities will have more opportunities than smaller ones. Knowing your child's skills and abilities may suggest opportunities that you may not have considered previously. Another consideration is supply and demand. A handicapped child trained to be a welder's assistant will have limited opportunities to practice his or her skill if there are few welders practicing in your community.	
Trainer Reference: The agencies listed here may provide speakers to give additional information to your sessions.	2. Conducting a *Job Search*. In a large community you may need more formal ways of discovering what jobs are available. Listed below are sources that will help you in your search: a. *Word of Mouth*. Friends, relatives, employers and local merchants may provide valuable information because they know you and your child. b. *The U.S. Employment Service*. This is a national system of employment offices for men and women, including employment counseling and placement services for handicapped people. c. *Private Employment Services*. For a fee, private employment services will attempt to make appropriate employer/employee matches.	OH IV.3.1 "Job-Search" Handout

Procuring a Job
(continued)

d. *Vocational Rehabilitation Services.* Services include: training in occupational skills; training with a view toward career advancement; related services, including work evaluation and testing; payment of weekly allowance to individuals receiving such training and related services.

e. *Want Ads in Newspaper*

f. *School Counselor*

g. *School Placement Services*

h. *Telephone Directory*

An integral part of the job search will be to identify the skills the employer is seeking. To accomplish this task a job description may be obtained. Often there is no written job description and the desired skills and abilities will be assessed through conversation with the prospective employer.

When the "job necessary" skills are identified, the child's skills can be scrutinized in regard to the particular job under consideration.

3. If the match is desirable, the third phase, *making an application*, begins.

Presenting skills and assets to a prospective employer can be accomplished in several ways:

a. *Phone call.* In many cases, especially in smaller communities, a phone call inquiring about employment opportunities will be sufficient. Employers may know the handicapped child and be helpful in accommodating your request. If they have no possibilities, ask them to recommend other avenues to pursue.

OH
IV.3.2

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Procuring a Job (continued)	b. *Letter of Inquiry*. A formal way of asking about occupational opportunities and informing an employer of a person's skills and abilities. An example has been prepared for you.	OH IV.3.3 Letter of Inquiry OH Overlay IV.3.3a
	c. *Resumé*. A resumé is a written summary of a person's employment record including training and experience. A sample resumé is shown here.	OH IV.3,4 Sample Resume OH Overlay IV.3.4a
	d. *Application Form*. Many companies ask that applicants fill out a standard application form prior to consideration for employment. The information asked on application forms relates to personal facts, such as date of birth, social security number, education, and quality of health. A person's employment record and experience will also be documented. A list of references may also be needed. These are persons who can attest that the applicant possesses desirable job qualities such as reliability, honesty, and punctuality.	OH IV.3.5 Application Form OH Overlay IV.3.5a
	4. The last phase of procuring a job occurs at the time of the personal *Interview*. The interview is a personal question/answer period between employer and prospective employee. There is no standard interview procedure but the following suggestions will help you prepare your handicapped child to do his or her best when the occasion arises.	

Procuring a Job
(continued)

Suggestions for a Successful Job Interview

1. *Good Grooming.* Neatness and cleanliness will help make a good impression.

2. *Dress Appropriately.* Avoid extremes in clothing. Dress according to the job you hope to acquire.

3. *Be Punctual.* Arriving at the interview on time will relay the message that you are reliable to the prospective employer.

4. *Be Polite.* The small words "please and thank you" convey a big message in terms of how you would relate to coworkers.

5. *Act Interested and Ask Questions.* Your interest will tell your prospective employer that you really desire to have a job.

6. *Concentrate on Your Positive Points.* Stress the things that you can do well. Point out positive experiences and successful employment that you have had previously.

7. *Suggest Reasonable Accommodations* that would allow you to do the job in question satisfactorily. An employer may be interested in, but afraid to ask, methods that will help you to perform.

8. *Be Familiar with the Personal Information,* such as your social security number, that you will be asked to provide.

9. *Select and Inform Your References* before you go to an interview. They will be able to give the prospective employer positive information about how you would perform the job.

OH IV.3.6
Suggestions for
a Successful
Job Interview

HOW CAN PARENTS ENHANCE THEIR CHILD'S TRANSITION TO COMMUNITY LIFE?

__COMPONENT IV__: Parents will demonstrate an increase in knowledge which will help them in supporting their handicapped child's transition to community life.

__OBJECTIVE 4__: Parents will gain skills in helping their handicapped child make an effective transition into the community.

__TRANSITION STATEMENT__: The ultimate goal for all handicapped children is a successful career and life style. The final portion of this parent information program will concentrate on providing information and knowledge of particular concern at the time that the handicapped child makes the transition from home to community life.

__MATERIALS__

Transparencies: IV.4.1
IV.4.2
IV.4.3
IV.4.4

Worksheet: Independent Living Skills Needed for Community Living

Handouts: Parent Packet: Community Transition Skills

Support Services

Comprehensive Support Services

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Transition Statements

The ultimate goal for a handicapped child is for him or her to become as independent as he or she can. These training sessions have concentrated on helping parents aid their children in developing essential skills toward this goal. The achievement of some degree of independence will be beneficial to both the parents and the child.

We have just discovered the importance of the selection and procurement of employment as part of a handicapped child's successful transition into the community. We will now focus on the other skills and information necessary for the transition to be complete.

It is vital to remember that all skills we want our child to master, whether they be skills related to daily living, basic academics, or directly related to a job, are achieved in a developmental way from early age through the actual separation from parents and home.

These training sessions have attempted to focus on this developmental progression of skill acquisition.

1. We have determined that early skill training takes place in the home and school with help and support from both parents and teachers. The Essential Skills Checklist defines areas deemed important for a handicapped child's success.

2. Taking the Skills Checklist one step further, we outlined factors that are important specifically to procuring, selecting, and maintaining a job.

3. Using all the information and knowledge we have gained, it is now time to concentrate on the particular concerns that relate to a successful life style *at the time of transition.*

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Factors Important for Success	To effect a successful transition from home/school to community life, three (3) factors should be considered:	
	1. The first step--identify the daily living skills the handicapped child will need to integrate into the community.	OH IV.4.1
Group Activity: Trainer will encourage participants to offer suggestions. A trainer list has been prepared for your reference and for activity summarization.	As a group think of the aspects of your life that independent living would also require your handicapped child to know. Example: Use of *Transportation.* *(Stop activity when most areas of the transparency have been covered.)* The ideas generated by the group have been summarized on a list with areas of concern under each.	
	(Transparency: Community Transition Skills)	OH IV.4.2 Community Living Skills
	(Review group suggestions by discussing the compilation on the transparency briefly.)	OH IV.4.2a
	2. After identification of the skills needed to make a successful transition into the community, we must ask the question, "How are these skills acquired?" It is unrealistic to think that all of these skill areas would need to be developed at the time of transition. It would be an impossible task. The background of experiences provided by both home and school will form the foundation for the refinement of these skills. The opportunities given the child in applied practice in using community services and resources, such as the library, bus system, and public swimming pools, will also aid in the transition process.	

COMPONENT IV TRANSITION TO COMMUNITY LIFE	FACILITATOR PRESENTATION	MATERIALS
Factors Important to Success (continued)	We have discovered that different degrees of mastery of skills are possible depending on the level and expectations of various jobs.	
	3. Likewise, all handicapped people will not be equally proficient in all of the community transition skills that were just outlined. The third factor important to community transition will involve support services available to handicapped people.	OH IV.4.3 OH IV.4.3a
	A list has been prepared of agencies and community support services created to aid in the goal of independent, satisfying community living.	OH IV.4.4

APPENDIX D

COMPONENT IV

COMPONENT IV

Transparencies and Printed Materials

Transparencies

IV.1.1
IV.1.2
IV.1.3
IV.1.4

IV.2.1
IV.2.2
IV.2.3
IV.2.4
IV.2.5
IV.2.6
IV.2.7
IV.2.8
IV.2.9
IV.2.10

IV.3.1
IV.3.2
IV.3.3
IV.3.3a
IV.3.4
IV.3.4a
IV.3.5
IV.3.5a
IV.3.6

IV.4.1
IV.4.2
IV.4.2a
IV.4.3
IV.4.3a
IV.4.4

Printed Materials:

Worksheets: Occupational Clusters

Independent Living Skills Needed for Community Living

Information/Address List For Legal Rights Of The Handicapped

Where To Look For A Job

Steps For Effective Job/Skill/Interest Matching

Transparency IV.1.1

GOAL: PARENTS WIL DEMONSTRATE AN INCREASE IN KNOWLEDGE WHICH WILL HELP THEM IN SUPPORTING THEIR HANDICAPPED CHILD'S TRANSITION TO COMMUNITY LIFE.

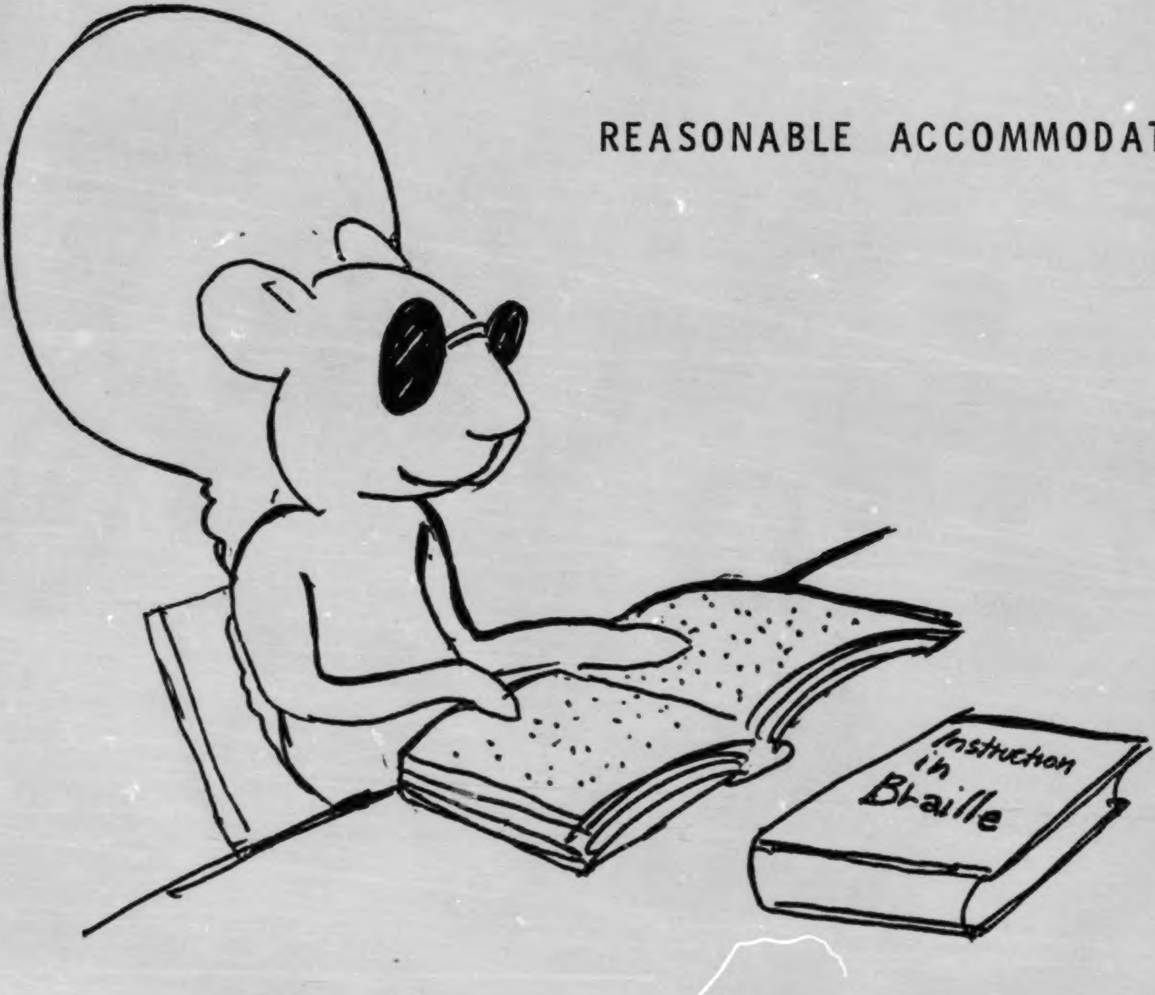
OBJECTIVES:

1. Parents will gain awareness of the rights of the handicapped in the community.
2. Parents will gain information to aid them in helping their handicapped child choose a career.
3. Parents will gain skills in helping their handicapped child make an effictive transition from school to work.
4. Parents will gain skills in helping their handicapped child make an effective transition into the community.

Transparency IV.1.2

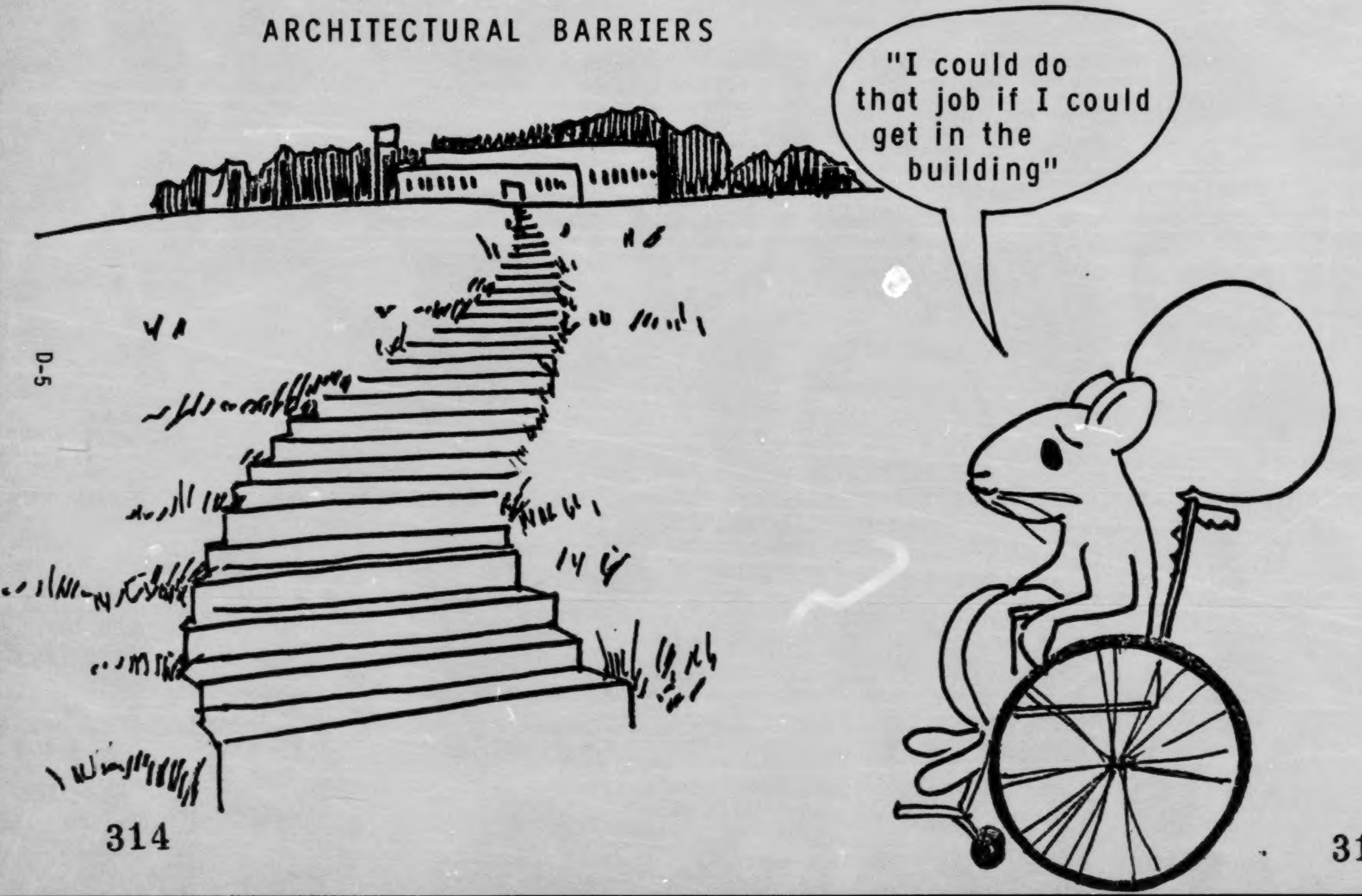
REASONABLE ACCOMMODATION

D-4


Instruction
in
Braille

Transparency IV.1.3

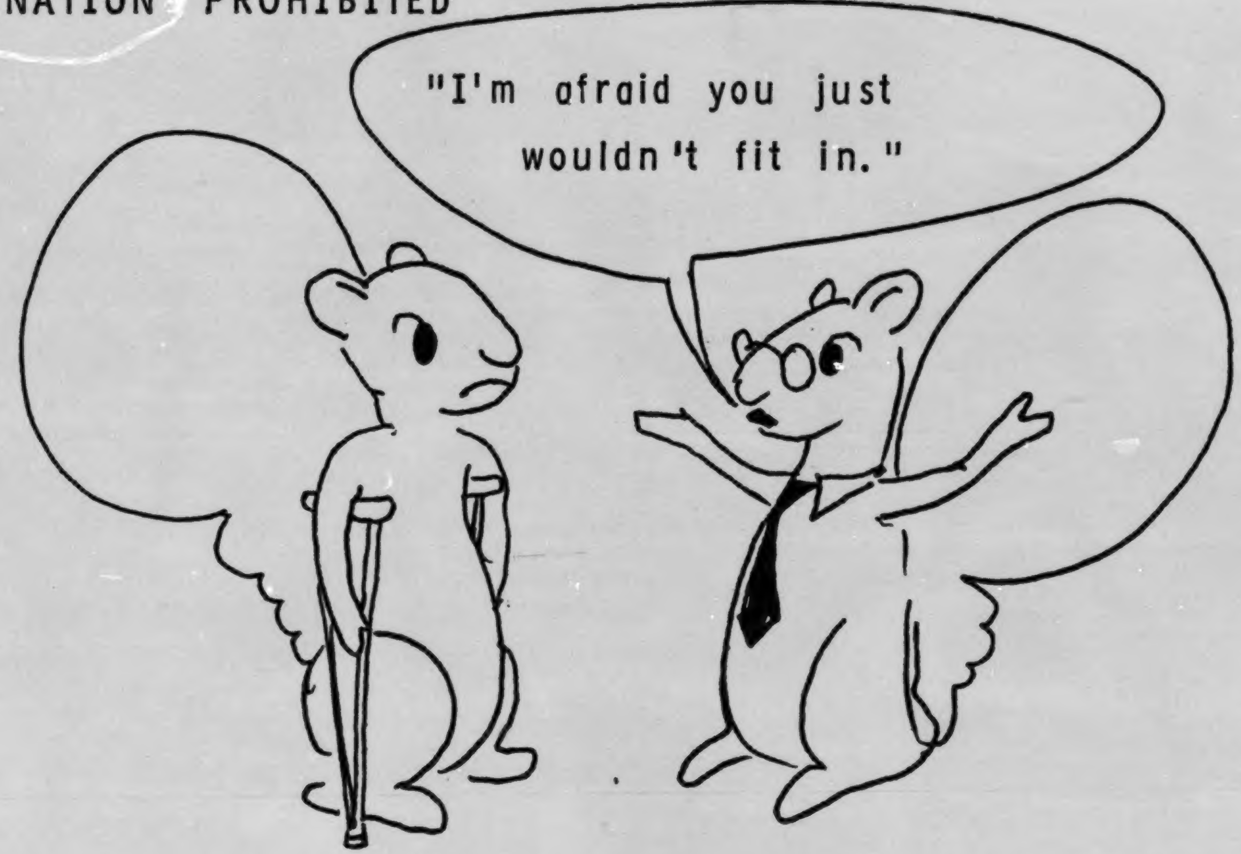
ARCHITECTURAL BARRIERS


"I could do that job if I could get in the building"

D-5

Transparency IV.1.4

DISCRIMINATION PROHIBITED


"I'm afraid you just wouldn't fit in."

INFORMATION/ADDRESS LIST FOR LEGAL RIGHTS OF THE HANDICAPPED

1. For Social Security Benefits information contact your local Social Security Office.

2. Small Business Administration, regional or local office. (Washington, D.C. office: 1030 15th Street, N.W., Washington, D.C. 30417).

3. For Tax Benefits contact: The Internal Revenue District Office.

4. For further information on Civil Rights for the Handicapped contact: The Office of Civil Rights, Department of Health, Education and Welfare, The Office of New Programs, 330 Independence Avenue, S.W., Washington, D.C. 20201.

   For a copy of the law refer to: U.S. Code, Title 29, Section 794 (Public Law 93-112, Section 504: Rehabilitation Act of 1973).

5. A Handbook on the Legal Rights of Handicapped People. President's Committee on Employment of the Handicapped, Washington, D.C. 20201.

6. Employment Service.

7. For rights in general contact Closer Look, Box 1492, Washington, D.C. 20013.

8. U.S. Office of Civil Rights, Room 3460 N, Department of HEW, 330 Independence Avenue, S.W., Washington, D.C. 20201.

9. National Center for Law and the Handicapped, 1235 North Eddy, South Bend, Indiana 46617.

10. Bureau of Education for the Handicapped, USOE, 7th and D Street, S.W., Washington, D.C. 20202.

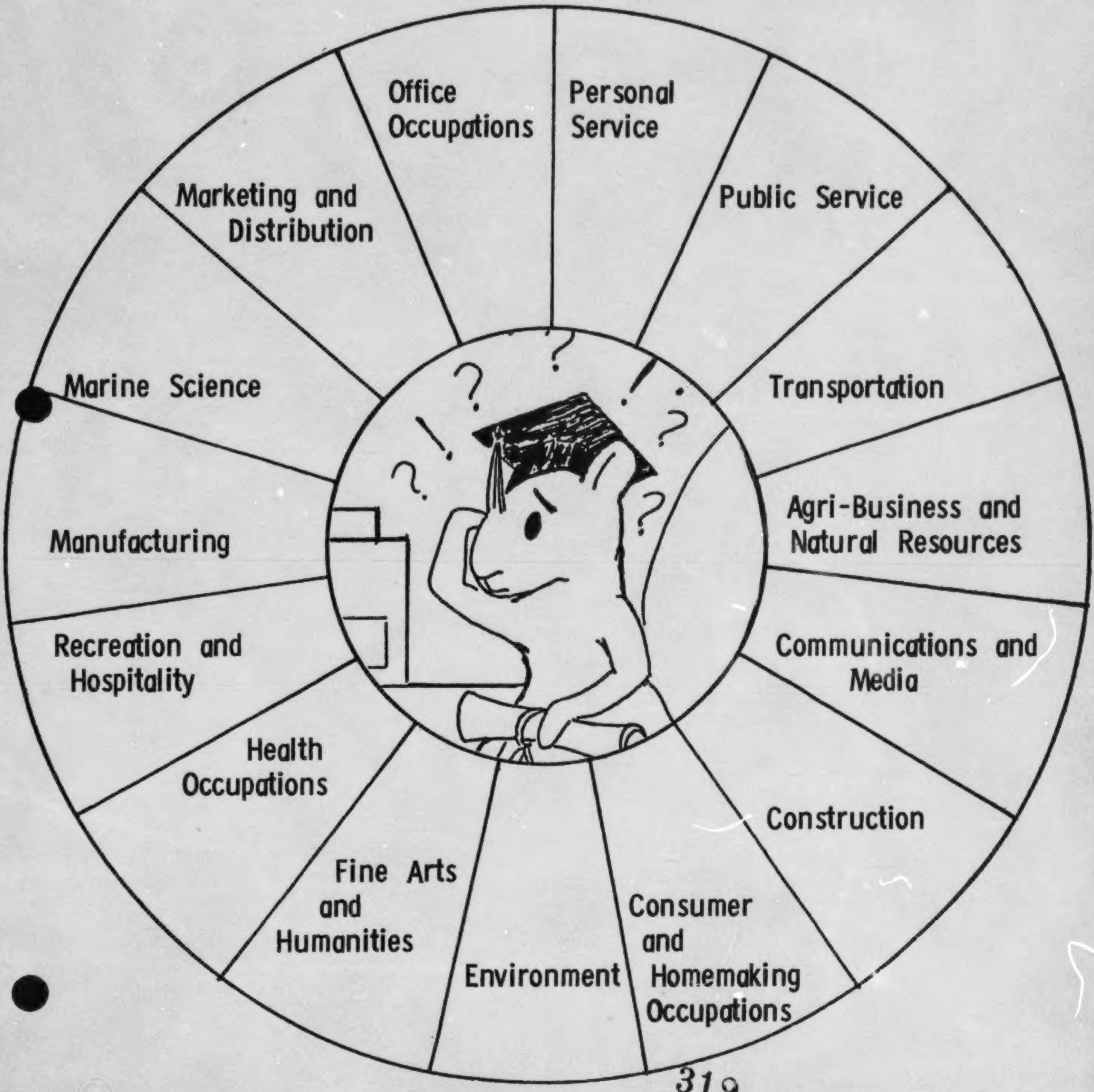
11. State Special Education Department.

12. Local or parent advocacy groups.

13. Ask your child's school.

Transparency IV.1.2

OCCUPATIONAL CLUSTERS


Office Occupations
Personal Service
Public Service
Transportation
Agri-Business and Natural Resources
Communications and Media
Construction
Consumer and Homemaking Occupations
Environment
Fine Arts and Humanities
Health Occupations
Recreation and Hospitality
Manufacturing
Marine Science
Marketing and Distribution

OCCUPATIONAL CLUSTER
(Worksheet)

Jobs within Cluster	Characteristics	Occupational Opportunities	Prerequisite Working Skills
1. Bus Driver	Driving Ability	Wages, salary, commissions	Reading ability
2. Cab Driver	Able to sit for long periods of time.	Company benefits, health and life insurance programs	Computation/ recording skills
3. Truck Driver	Hours 8-5 or in adjustable shifts	Company provides liability insurance for employees	Hold valid driver's license
4. Delivery Service Driver	Keep records of fares, deliveries	Company training programs with supervisory assistance	Reads map
5. Loader	Report needed maintenance on vehicle	Performance evaluations for advancement in company	Follows directions
6. Dispatcher	Care in treatment of passengers or packages		Communicates effectively and pleasantly
			Handles money properly
			Is reliable, punctual and honest

JOB CHARACTERISTICS

D-10

ROLE OF THE WORKER

EXPECTED DUTIES OF WORKER

SATISFACTORY WORKING CONDITIONS

PHYSICAL REQUIREMENTS OF THE JOB

AVAILABLE TRANSPORTATION TO THE JOB

SATISFACTORY WORK SCHEDULE AND HOURS

Transparency IV.2.3

OCCUPATIONAL OPPORTUNITIES

D-11

SATISFACTORY WAGES OR SALARY

AVAILABILITY OF EMPLOYEE BENEFITS AND COMMISSIONS

OPPORTUNITY FOR ON-THE-JOB TRAINING AND SUPPLEMENTAL TRAINING

OPPORTUNITY TO ADVANCE IN THE OCCUPATION

QUESTIONS TO ASK WHEN CONSIDERING A JOB

1. Identify the job by title and location.
2. Describe "what, how, and why" the work is performed, and name the tools, equipment, materials, and supplies used in performing the job.
3. Define the skill requirements, and the necessary job knowledge, responsibility, and accuracy.
4. List the physical and environmental demands.
5. Determine the extent and kind of training needed.
6. Note the extent of supervision, both given and received.
7. Report the terms of employment, such as wages and hours, and list the tools and equipment the worker himself/herself must provide.
8. Specify the special conditions for employment, such as age, citizenship, license, and union membership.

Transparency IV.2.4

OCCUPATIONAL CLUSTER

TRANSPORTATION

JOBS WITHIN CLUSTER	JOB CHARACTERISTICS	OCCUPATIONAL OPPORTUNITIES	PREREQUISITE WORKING SKILLS
1. Bus Driver	Driving Ability	Wages, salary, commissions	Reading ability
2. Cab Driver	Able to sit for long periods of time.	Company benefits, health and life insurance programs	Computation/recording skills
3. Truck Driver			Hold valid driver's license
4. Delivery Service Driver	Hours 8-5 or in adjustable shifts	Company provides liability insurance for employees	Reads map
5. Loader	Keep records of fares, deliveries		Follows directions
6. Dispatcher	Report needed maintenance on vehicle	Company training programs with supervisory assistance	Communicates effectively and pleasantly
	Care in treatment of passengers or packages	Performance evaluations for advancement in company	Handles money properly
			Is reliable, punctual and honest

D-13

Transparency IV.2.5

AWARENESS OF SELF

1. What interests has your child developed?

2. What skills does your child possess?

3. Does your child have a personal preferance about the kind of job He/She would like?

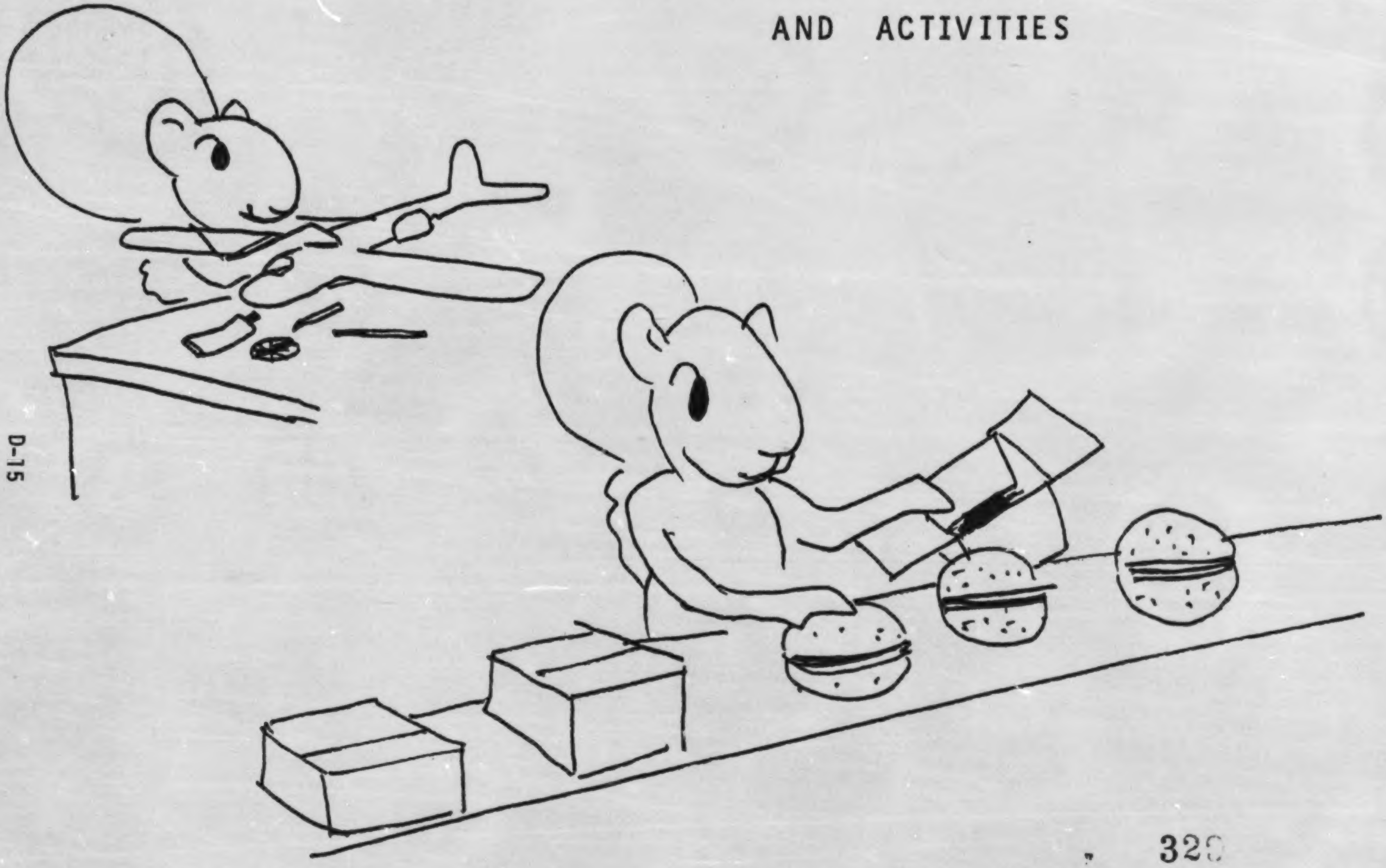
4. Is there a preference for job location?

5. Is your child willing to receive added skill training?

D-14

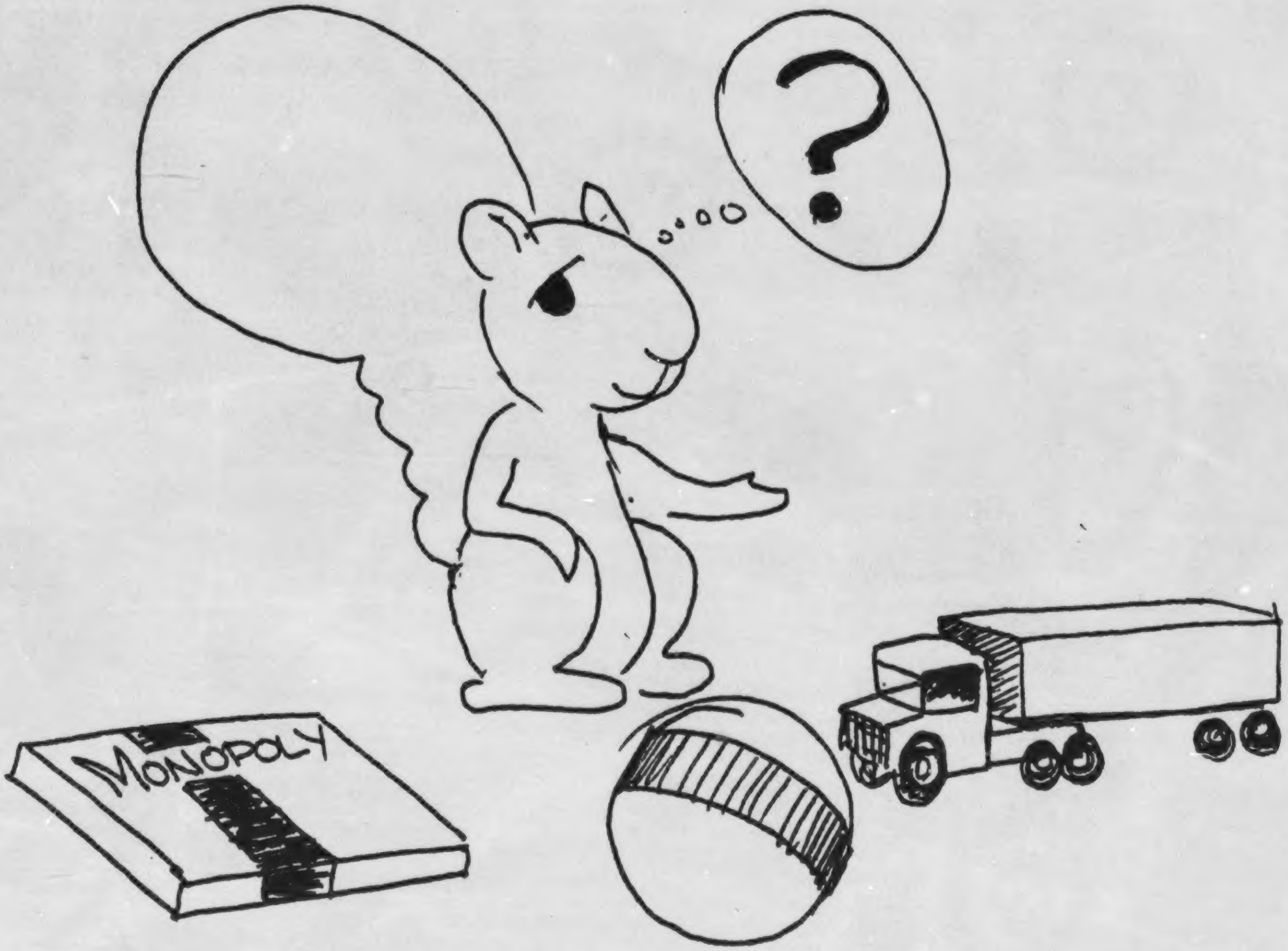
Transparency IV.2.6

CHOICE OF HOBBIES AND ACTIVITIES



Transparency IV.2.7

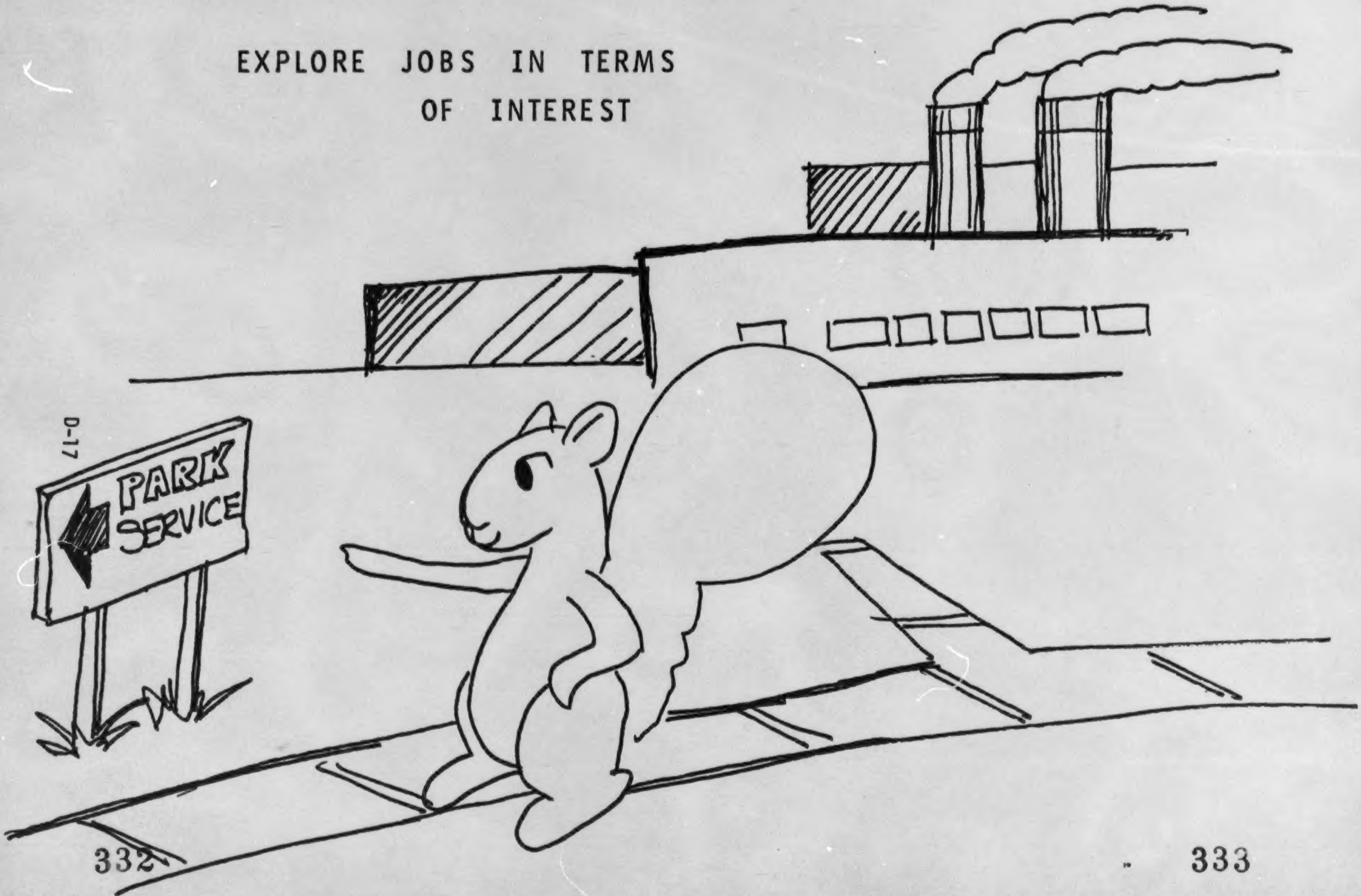
DAILY LIVING DECISIONS



D-16

Transparency IV.2.8

EXPLORE JOBS IN TERMS OF INTEREST


PARK
SERVICE
D-17

Transparency IV.2.9

MATCH "JOB NECESSARY" SKILLS

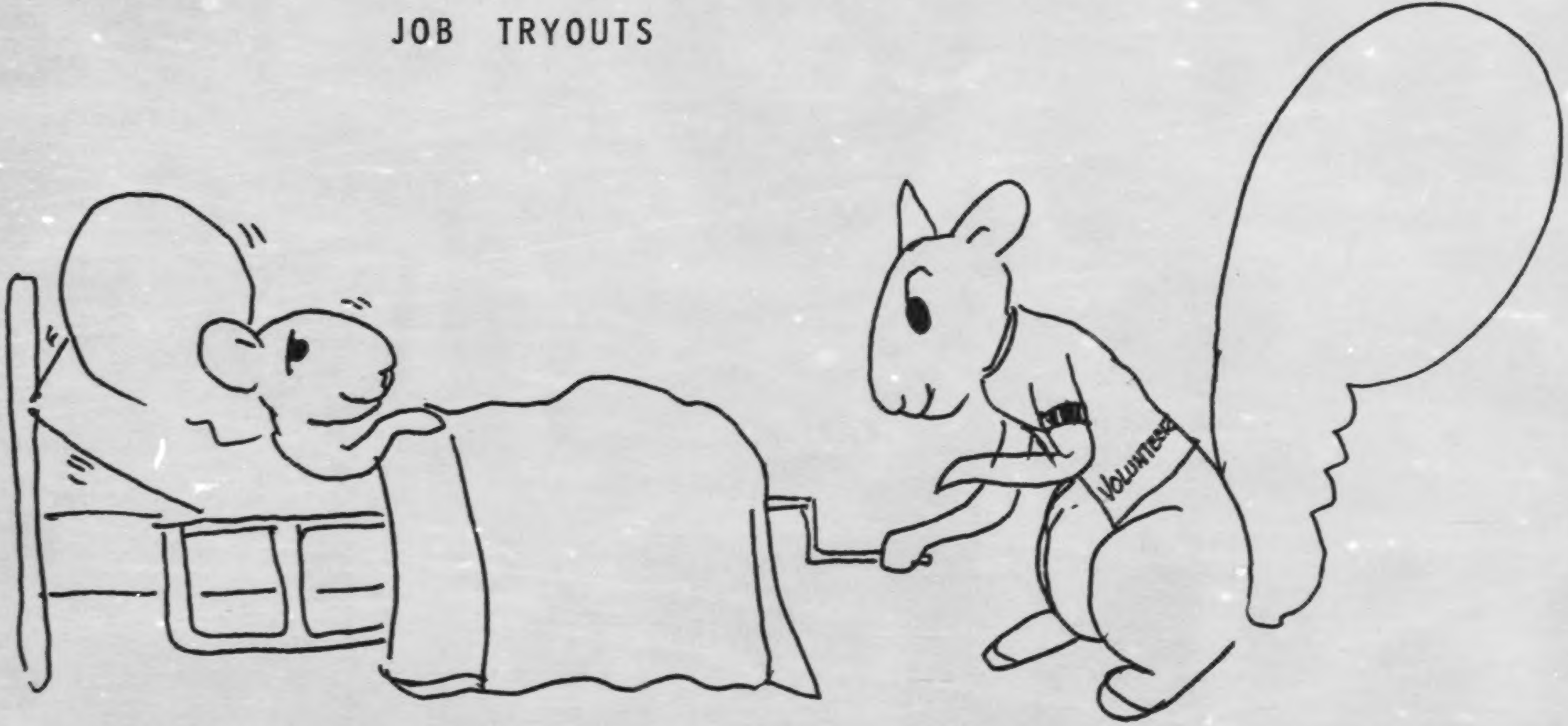
WITH CHILD'S SKILLS

D-18

Transparency IV.2.10

JOB TRYOUTS

D-19



Transparency IV.3.1

WAYS TO CONDUCT A JOB SEARCH

D-20

Word of mouth

Newspaper classified ads

United States Employment Service

Local private employment Services

Vocational rehabilitation services

School counselor

School placement service

Telephone directory

Handout

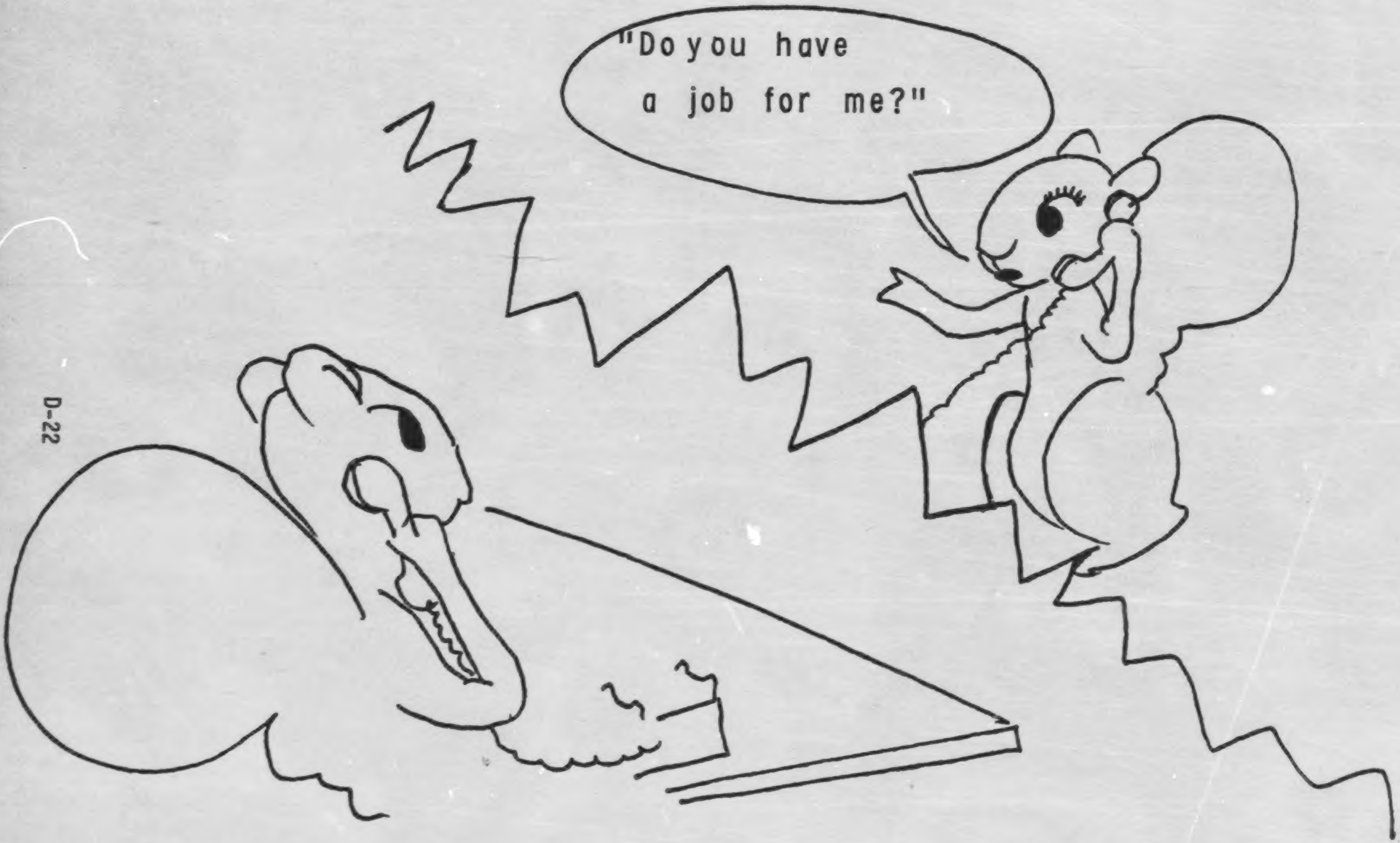
WHERE TO LOOK FOR A JOB

Job Hunting Checklist ✓

1. Family and relatives ☐
2. Friends ☐
3. School counselor ☐
4. Teachers ☐
5. Church or neighborhood groups ☐
6. Phone book Yellow Pages ☐
7. Newspaper want ads ☐
8. Private employment agency ☐
9. State employment agency ☐
10. Hoof it. Check businesses that often need workers. ☐

Transparency IV.3.2

PHONE CALL


"Do you have a job for me?"

Transparency IV.3.3

Letter of Inquiry

Dear (Prospective Employer) :

This letter is a request for information about possible employment with your firm. I would like to obtain information which you require for application and procurement of employment. Please send more specific information about the job requirements for the position of ____________________.

Sincerely,

Transparency IV.3.4

Resumé

Transparency Overlay IV.3.4a

Name: **Birth date:**

Address:

Training:

Dates | Source of training

Job Placements and Experiences:

Dates | Location

Transparency IV.3.5

Application

Transparency Overlay IV.3.5a

APPLICATION FOR EMPLOYMENT

(1)	Please Type Or Print Neatly	Position Applied For Carry-out Clerk				Date September 12, 19--
(2)	Name in Full	Mr. Mrs. Miss	Last Adams,	First Nancy	Middle Ann	Maiden Name	Soc. Sec. No. 398-78-6111
(3)	Number and Street 2098 Hollywood	City Roseville	State Mich.	Zip 48062	Telephone Number 293-2160	
(4)	Marital Status Single	Draft Classification	Date of Birth 6-9-54	Place of Birth Detroit		
(5)	In Case of Emergency Notify	Name Mr. and Mrs. Robert Adams	Relationship Parents			
(6)		Address 20981 Hollywood, Roseville, Mich.	Telephone Number 293-2160			
(7)	Height 5'3"	Weight 105	Wear Glasses Yes	Handed ☐ Left ☒ Right	Any Physical Defects ☐ Yes ☒ No	Explain

(8) Have You Any Defects In Hearing? No In Vision? No In Speech? No

(9) Ever Applied To This Company Before? ☐ Yes ☒ No Date

(10) Name Of Relatives Employed By This Company Department

EDUCATION

	Type of School	Name and Address	Yrs. Attended	Date Graduated	Subjects Studied
(11)	Grammar School	Burton Jr. High 2110 11 mile Roseville	3	June, 19--	General
(12)	High School	Roseville High 16250 Martin Roseville	1	still Attending	General
(13)	College				

WORK SKILLS

(14) What Kind Of Work Can You Do? Cashier Typing Speed None

(15) What Machines Can You Operate? None Shorthand Speed None

PREVIOUS WORK EXPERIENCE

(16) List in Order of Present Employer First. May We Call Your Present Employer? ☐ Yes ☐ No.

	Dates A From	To	B Employer	Salary C Start	Finish	Position D Supervisor's Name	Reason For Leaving E
(17)	6-19--	8-30--	Name Big V Supermarket Address 21160 Gratiot, Roseville	$1.20 Per. Hr.	$1.25 Per. Hr.	Cashier Mr. Jack Cane	Summer Job
(18)			Name Address				

REFERENCES: (Other Than Relatives Or Former Employers)

	Name	Address	Occupation	Yrs. Acquainted
(19)	1. Mr. Ben Kent	16250 Martin Roseville Mich.	Teacher	1
(20)	2. Mrs. Janet White	16250 Martin Roseville Mich.	Counselor	1
(21)	3. Mr. Jack Carson	13211 Maple Roseville Mich.	Owns Cleaners	8

(22) I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS IS CAUSE FOR DISMISSAL.

(23) Date September 12, 19-- Signature Nancy Ann Adams

Transparency IV.3.6

SUGGESTIONS FOR A SUCCESSFUL JOB INTERVIEW

1. Good Grooming
2. Dress appropriately
3. Be punctual
4. Be polite
5. Act interested -- Ask questions
6. Stress positive qualities
7. Suggest reasonable accommodations
8. Know personal information
9. Select and inform references

TRANSITION TO COMMUNITY LIFE

D-30

1. IDENTIFY THE DAILY LIVING SKILLS THE HANDICAPPED CHILD WILL NEED TO INTEGRATE INTO THE COMMUNITY.

2. PROVIDE OPPORTUNITIES FOR APPLIED PRACTICE IN USING COMMUNITY SERVICES AND RESOURCES.

3. PROVIDE INFORMATION ABOUT AND OPPORTUNITIES TO USE THE SUPPORT SERVICES IN THE COMMUNITY THAT ARE AVAILABLE TO HANDICAPPED PEOPLE.

Transparency IV.4.2

COMMUNITY TRANSITION SKILLS

HOUSING	Locating Renting vs Purchasing Maintenance/Repair Insurance
TRANSPORTATION	Mobility Mass Transit/Taxi-Cab Own Automobile Automobile Maintenance Parking
PERSONAL FINANCES	Banking Insurance Budget Taxes Credit

Transparen IV.4.2a

HEALTH AND MEDICAL	Location of Services Minimum Standard Insurance
FOOD AND CLOTHING, APPLIANCES	Consumer Information
LEISURE TIME	
SELF IMPROVEMENT	
INTERPERSONAL RELATIONSHIPS	
FAMILY RELATIONSHIPS	
COMMUNICATION AND INFORMATION	
CIVIC RESPONSIBILITIES	Laws Voting Free Legal Services

D-32

Transpar[illegible]cy IV.4.3

SUPPORT SERVICES

COMMUNITY TRANSITION SKILL	SUPPORT SERVICE
HOUSING	Local Housing Authority Low Income Housing - Fed. Gov. Group and Community based Housing Local ACTION Program for Housing
TRANSPORTATION	Local Mass Transit System Senior Handi-Bus Busses built to accommodate handicapped citizens
PERSONAL FINANCES	Personalized services at local Bank Individual money managers Public Tax service and advice
HEALTH AND MEDICAL	Medicare/Medicaid Public Health Services County Hospitals County Welfare Services Planned Parenthood Services

Transparency IV. 4.3a

COMMUNITY TRANSITION SKILL	SUPPORT SERVICE
FOOD, CLOTHING, APPLIANCES	County Extension Services Local Store Shopper Services
LEISURE TIME	Local Parks and Recreation Dept. YMCA, YWCA
SELF-IMPROVEMENT	Local Community College
	Interest Programs through local Parks and Recreation Red Cross Classes
INTERPERSONAL RELATIONSHIPS	
FAMILY RELATIONSHIPS	Public Counseling Services
	Planned Parent Hood
	County Social Workers
COMMUNICATION/INFORMATION	
CIVIC RESPONSIBILITIES	League of Women Voters
	Public Defender Services

Transparency IV.4.4

COMPREHENSIVE SUPPORT SERVICES

LOCAL CENTRAL INFORMATION SERVICE
HOTLINE FOR THE HANDICAPPED

VOCATIONAL REHABILITATION SERVICES

CETA - COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

COUNTY SOCIAL WELFARE DEPARTMENT

LOCAL OR REGIONAL OFFICE OF MENTAL RETARDATION

INDEPENDENT LIVING SKILLS NEEDED FOR COMMUNITY LIVING
(Worksheet)

Directions: List below all of the independent living skills a handicapped child would need to successfuly integrate into the community.

Example: Use of public transportation

STEPS FOR EFFECTIVE JOB/SKILL/INTEREST MATCHING

(Handout)

1. *Provide Early Practice in Decision Making*

2. *Independent Choosing of Hobbies and Activities*

3. *Make Decisions About Daily Living Experiences*

4. *Explore Jobs in Terms of Interest*

5. *Match "Job Necessary" Skills with Child's Skills*

6. *Provide Job Tryout Experience*

MOM AND DAD CAN HELP: PARENTS' ROLE IN CAREER EDUCATION FOR THE HANDICAPPED CHILD

SECTION III

PARENT INFORMATION PACKET

Contents of the Parent Information Packet

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Goals 2

Rationale for the Program 3

Training Session Information. 4

Supplementary Reading and Resource Materials. 5

- Definitions of Career Education 6
- Expected Learner Outcomes in Career Education 7
- Essential Skills Checklist. 8
- Know and Protect Your Child's Rights. 13
- What Does it Take to Make a Law Work? 21
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- Considerations for Goal Setting 42
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- Tutee Observation Report. 50
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- Typical Jobs Found within Occupational Clusters 52
- Questions to Ask When Considering a Job 54
- Steps for Effective Job/Skill/Interest Matching 55

PURPOSE OF THE TRAINING PROGRAM

This training program was developed to help you, as a parent, become more involved in the career exploration and selection process for your child.

The passage of recent legislation, specifically Public Law 94-142, provides you with the opportunity to be more directly involved in the career education decision-making process for your child through the development of the Individual Educational Program (IEP).

These sessions are designed to assist you in learning about the opportunities available to you, in your role as a parent, in enhancing the development of skills and attitudes necessary for your child in the work world.

GOALS OF THE TRAINING PROGRAM

At the conclusion of the training program you, as parents of handicapped children, will gain:

1. an understanding of career education and its role in your child's life;

2. information related to your role in supporting your child's education in the schools;

3. information, resources and skills which will help you enhance your child's career development at home; and

4. information related to your role in supporting your child in the job selection and procurement process.

RATIONALE FOR THE TRAINING PROGRAM

The rationale for this program is built on three basic assumptions about parents and the parents' role in education.

1. Parents care more about their children than the school does.
2. Parents have a right to know about and be involved in their child's education.
3. Parents can be effective teachers.

From these three assumptions, it is evident that you, as parents of handicapped children, deserve and have the right to take an active role in the education of your child.

Your role may, therefore, be viewed as threefold:

1. The first role the parent assumes is that of an *Advocate* for his or her child in the formal educational system.
2. The second role is the role of *Teacher*. In this role the parent seeks to provide activities and opportunities which are purposeful and rewarding learning experiences for his or her child.
3. In the third role, parents are *Models* for their children. In the model role, parents encourage their child through demonstration of appropriate attitudes and habits appropriate to adult life skills.

SPECIFIC INFORMATION ABOUT THE TRAINING SESSIONS

1. There will be four (4) training sessions.
2. Each session will be approximately 90 minutes in length.
3. The location of the training sessions will be:
4. The scheduled time for the sessions will be:
5. The presenter(s) of the sessions will be:
6. Information will be presented by lecture, informal discussions, small-group activities, audiovisual materials, and supplementary reading materials.

HOW CAN THE TRAINING SESSIONS BENEFIT YOU?

. . . *You will gain knowledge as stated in the program goals.*

. . . *You will be given resource materials.*

. . . *You will gain valuable skills for helping your child in the career decision-making process.*

. . . *You will gain information about how you can work cooperatively with your school in developing effective educational programs for your child.*

. . . *You will learn ways that you can help your child develop skills at home which will aid in the transition to independent living.*

. . . *You will learn ways that you can help your child in the job selection and procurement process.*

. . . *You will learn to set realistic career goals for your child.*

SUPPLEMENTARY READING AND RESOURCE MATERIALS

DEFINITIONS OF CAREER EDUCATION

Ability: Power or talent to accomplish certain specified tasks.

Appreciation: To value the worth, quality, or significance of an idea or action.

Attitude: An individual's evaluation of a given concept.

Awareness: State of being conscious, knowing, informed, or cognizant, e.g., a student who has career awareness possesses information about the needs, requirements, and rewards of certain specified careers.

Career: The total pattern of jobs or activities performed during a person's lifetime.

Career Area: Family of jobs or job clusters.

Career Education: A comprehensive education program focused on careers beginning grade one or earlier and continuing throughout the adult years. It is designed to acquaint students with the world of work and to prepare them for entering and advancing in chosen careers. Students are given information about jobs and are also helped in developing attitudes about the personal, psychological, social, and economic significance of work.

Career Education Center: Any space in the school designated as a site for the storage and dissemination of career education information. This may be a classroom, library, or a counselor's office, for example.

Decision Making: The process of making up one's mind; selecting; choosing among alternatives.

Job: The specific work a person performs.

Occupation: A person's regular work, business, or means of earning a living. Synonymous with vocation.

Skill: A developed aptitude or ability relating to a specific job, occupation, or other activity.

Talent: A native ability for a specific pursuit.

Vocation: Synonymous with occupation.

Work: The exercise of psychological, physical, and mental processes toward the accomplishment of some end.

Career Education Guide, Science Research Associates, Inc., 1973, pp. 6-7.

EXPECTED LEARNER OUTCOMES IN CAREER EDUCATION

GOAL 1: Competent in the basic academic skills required for adaptability in our rapidly changing society

GOAL 2: Equipped with good work habits

GOAL 3: Equipped with a personally meaningful set of work values that foster in them a desire to work

GOAL 4: Equipped with career decision-making skills, job-hunting skills, and job-getting skills

GOAL 5: Equipped with job specific occupational skills and interpersonal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society

GOAL 6: Equipped with a degree of self-understanding and understanding of educational-vocational opportunities sufficient for making sound career decisions

GOAL 7: Aware of means available to them for continuing and recurrent education

GOAL 8: Either placed or actively seeking placement in a paid occupation, in further education, or in a vocation consistent with their current career decisions

GOAL 9: Actively seeking to find meaning and meaningfulness through work in productive use of leisure time

GOAL 10: Aware of all means available to themselves for changing career options--of societal and personal constraints impinging on career alternatives

Kenneth Hoyt, *Perspectives on the Problem of Evaluation in Career Education* (Washington, D.C.: U.S. Department of Health, Education, and Welfare)

COMPONENT I

ESSENTIAL SKILLS CHECKLIST
(Small Group Activity)

Directions: To emphasize the importance and developmental nature of these essential skills, a checklist has been included in your Parent Information Packet. The checklist includes skills from the three areas just discussed.

Between this session and the next, please look at the skills included in the checklist and mark the column "Skills My Child Does Independently," if your child has reached mastery of the skill.

These will be used in a later session when goal setting is discussed.

M/T	Priorities	Skill	Skills Done Independently	Skills Done With Assistance	Future Goals
Independent Living Skills					
		Home Selection and Maintenance			
____	____	Can select and maintain adequate housing	____	____	____
____	____	Can use basic tools and appliances	____	____	____
		Family Living			
____	____	Has the ability to adjust to marriage	____	____	____
____	____	Realizes the responsibility of child rearing	____	____	____
		Consumer Skills			
____	____	Can make wise purchases of food, clothing, appliances, and recreational items	____	____	____
		Personal Needs			
____	____	Can select and prepare nutritious foods	____	____	____
____	____	Dresses appropriately	____	____	____
____	____	Exhibits proper grooming and hygiene	____	____	____
		Financial Management			
____	____	Can identify money and make correct change	____	____	____
____	____	Can obtain and use bank and credit services	____	____	____
____	____	Know how to keep basic financial records	____	____	____

M/T Priorities		Skill	Skills Done Independently	Skills Done With Assistance	Future Goals
Independent Living Skills (continued)					
		Use of Leisure Time			
___	___	Can identify interests and abilities	___	___	___
___	___	Makes wise use of leisure time	___	___	___
___	___	Is proficient in a hobby or activity	___	___	___
		Citizen Responsibilities			
___	___	Understands local laws and government	___	___	___
___	___	Understands citizenship rights and responsibilities	___	___	___
Personal-Social Skills					
		Understanding and Accepting Oneself			
___	___	Shows care and concern for maintaining personal appearance	___	___	___
___	___	Has realistic academic and career goals	___	___	___
___	___	Takes pride in job, home, community and recreational activities	___	___	___
___	___	Understands own needs and emotions	___	___	___
___	___	Can identify interest and ability	___	___	___
		Demonstrates Socially Responsible Behavior			
___	___	Knows appropriate behavior in public places	___	___	___
___	___	Respects rights and property of others	___	___	___
___	___	Can control emotional responses	___	___	___
___	___	Can defer immediate rewards to obtain long-term goals	___	___	___

M/T Priorities	Skill	Skills Done Independently	Skills Done With Assistance	Future Goals
Personal-Social Skills (continued)				
	Has Good Group/Personal Relationships			
___ ___	Participates in classroom, school and community activities	___	___	___
___ ___	Demonstrates sharing and cooperation	___	___	___
___ ___	Makes and maintains friendships	___	___	___
___ ___	Works in a group effectively	___	___	___
	Possesses Good Employer/Employee Relationships			
___ ___	Can follow verbal or written directions	___	___	___
___ ___	Understands role and function of supervisor	___	___	___
___ ___	Knows when to seek help or advice	___	___	___
Vocational Competencies				
	Vocationally-Related Attitudes			
___ ___	Understands why people work	___	___	___
___ ___	Follows directions and obeys rules	___	___	___
___ ___	Displays loyalty, punctuality and dependability	___	___	___
	Vocationally-Related Skills			
___ ___	Has basic math skills in counting, measurement and time	___	___	___
___ ___	Has basic reading, writing and communication skills	___	___	___
___ ___	Can perform a job with minimum supervision	___	___	___

M/T Priorities	Skill	Skills Done Independently	Skills Done With Assistance	Future Goals
Vocational Competencies (continued)				
	Analysis of Occupations			
___ ___	Understands different kinds of jobs and their duties	___	___	___
___ ___	Understands salaries and benefits of different jobs	___	___	___
	Getting a Job			
___ ___	Can give personal data correctly	___	___	___
___ ___	Possesses interview skills	___	___	___
	Acquiring Specific Job Skills			
___ ___	Meets entry level competitive standards of job performance	___	___	___

COMPONENT II

OBJECTIVE 2

Know and Protect Your Child's Rights*
Supplement for Parents

Rights and Remedies

Does a school district have an obligation to provide educational services to handicapped children?

Yes. The obligation of the public schools to provide a free appropriate education to all handicapped children is no longer contested. State statutes, federal legislation (P.L. 94-142, the Education for All Handicapped Children Act, and Section 504 of the Vocational Rehabilitation Act of 1973), and judicial decisions, in concert, mandate the provision of *free* educational services to children with special needs. Together these sources of law impose an obligation upon the public schools which parents can enforce by a variety of means.

How do I determine if my child is entitled to special education services?

It is the responsibility of the school district to identify and evaluate children who may need special education services. If your child is of school age and is mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired (or have another health impairment), or learning disabled, he or she may be eligible for special education services. Even if your child has never been identified as a special needs child having one of these conditions, he or she may still be entitled to special services.

If you perceive that your child is having significant difficulties in meeting the demands of normal school programs, you should request school officials to carefully examine the situation and determine the sources of the problem. You should ask for a written report containing their conclusions and recommendations. If you believe that the school has either failed to identify your child as a special needs child, or has improperly identified your child as requiring special services, you may request a due process hearing.

---

*Ernie Beal, "Know and Protect Your Child's Rights: A Parent's Guide," Amicus, April, 1977.

What is special education?

Special education consists of specially designed instruction, provided at no cost to parents or guardians, to meet the unique needs of a handicapped child. It includes classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. Public Law 94-142 mandates that special education services are to take place "to the maximum extent appropriate" in settings where children who are not handicapped are educated with those who are. Special classes, separate schools, or the removal of a handicapped child from the regular educational environment should occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. If you believe that the program provided to your child improperly denies him or her the benefit of "mainstream" education, you should promptly request a due process hearing.

What can I do if I believe that the school improperly determined my child's eligibility for special education services?

If you are dissatisfied with any decision regarding the provision of educational services to your child, you should promptly request a due process hearing. The due process procedures, as emphasized throughout this article, are mandated by law. They represent an important channel for formally resolving any dispute regarding your child's special education program.

Must I accept the school district's assessment of my child's needs? Can I obtain another evaluation of his or her abilities? Who will bear the cost of that evaluation?

The school district's evaluation of your child's abilities and needs is not carved in stone. You have a right to ask the school to reevaluate your child whenever you suspect that his or her present abilities are different from the school's most current evaluation. In addition, the school has an obligation to periodically reevaluate the nature and scope of a child's handicapping condition.

If you are dissatisfied with the school's evaluation services you may wish to arrange for an independent evaluation of your child. Such an evaluation should be performed by a competent diagnostic service. When looking for an independent examiner, you may wish to contact the special education department of a nearby university or a local mental health or retardation program. Such agencies may be able to refer you to someone who can be of assistance.

Under some circumstances the school will assume the cost of such an evaluation. If you desire the evaluation, you should write to the school and request them to pay for this service prior to arranging for the testing services. *A refusal to pay for the evaluation may be an issue for a due process hearing.*

What is an Individualized Educational Plan?

An Individualized Educational Plan (IEP) is a written statement of the educational services which are to be provided to a handcapped child. According to P.L. 94-142, the IEP is to include: (a) a statement of the present levels of educational performance of your child; (b) a statement of the annual goals (including short-term instructional goals) to be attained by the child; (c) a statement of the specific educational services which are to be provided to your child and the extent to which your child will be able to participate in regular educational programs with non-handicapped children; (d) the projected date those services will begin and their anticipated duration, and (e) appropriate objective criteria, evaluation procedures, and schedules for determining, *on at least an annual basis,* whether the goals and objectives established by your child are being achieved.

How is an Individualized Educational Plan developed?

An Individualized Educational Plan is to be determined for each child *following* a conference between the parents and school officials. P.L. 94-142 specifies that "whenever appropriate" the child should participate in this conference. Since an IEP is to be a result of such a conference, you should be alert to any effort by school officials to compel you to accept an IEP which was developed prior to this conference.

Often, school officials will meet informally prior to such conferences to "get their act together." This practice clearly frustrates the intent of the statute. As a parent, you would be warranted in notifying school officials that they are to hold no conferences regarding your child's educational needs without notifying you of the date and time of such conferences and allowing you to participate.

How can I evaluate my child's Individualized Educational Plan?

Once you have participated in the conference with school officials, the school should provide you with a written copy of the developed IEP. You should examine it carefully to determine if:

1. it states your understanding of the goals and objectives for the child which were discussed and *agreed* upon during the case conference;

2. it states those goals and objectives in a manner which is comprehensible to you; and

3. the goals and objectives are stated in concrete terms so that progress towards them can be *objectively* measured by clearly observable signs.

What should I do if I am dissatisfied with my child's Individualized Educational Plan?

Should you become dissatisfied with any stage of the IEP development process or with the final result, you should *promptly* request a due process hearing.

What are my rights with respect to my child's school records?

Parents of students under the age of 18 have a right to see, correct, and control access to student records under the Family Education Rights and Privacy Act. In addition, the Education for All Handicapped Children Act requires schools to maintain a procedure designed to provide "an opportunity for the parents or guardians of a handicapped child to examine all relevant records" related to the child's special education services. Each school is required to establish and publicize the procedure for gaining access to records and removing false or misleading information.

Whenever you desire access to your child's educational records you should notify school officials in writing. The school officials must comply with the request without unnecessary delay. Furthermore, they must permit you to see those records *prior* to any due process hearing relating to the identification, evaluation or placement of your child. In no event can they make you wait longer than 45 days.

If after examining your child's education records you believe that they contain information which is false or misleading, you should *write* the school principal and request its removal. If the school official refuses to remove the information, you should request, again *in writing*, a due process hearing. Even if you lose this hearing, you are still entitled to place a statement in the child's records indicating the portions with which you disagree.

Your child's educational records cannot be released to anyone outside of the educational agency without your consent. Before the school releases any information contained in these records, they must notify you and request your permission.

Can I obtain copies of those records?

Yes. However, the school may charge a fee for these copies. (You may not be charged for the cost of searching and retrieving those records.) They may not charge you for copies if such a charge would effectively prevent you from exercising your right to inspect and review the records.

What can I do if I am denied access to my child's records?

You should promptly request a due process hearing. In addition, you should file a complaint with the Family Educational Rights and Privacy complaint office, U.S. Department of Health, Education, and Welfare, 330 Independence Avenue, SW, Washington, D.C. 20201.

What are the obligations of the school district with respect to transportation for handicapped children?

At a minimum, a school district has the *same* obligations with respect to transporting handicapped students as it assumes when transporting non-handicapped students. Thus, where school policy mandates transportation for certain non-handicapped students (usually because they live beyond a certain distance from the school) the same or equivalent transportation services must be made available to handicapped students.

In addition, the obligation to provide a "free appropriate education" imposed by P.L. 94-142 includes not only educational services but also such related services as are essential to permit a handicapped child to participate in special education programs. Transportation is included within the ambit of "related services" under that statute.

Thus, in circumstances where a child will be denied the opportunity to participate in special education services unless he or she is transported to school, the school must provide the means by which that child will get to school. Such a service must, of course, be provided free.

What can I do if the school district refuses to transport my child?

If the school refuses to provide *free* transportation services to your child you should promptly request a due process hearing.

Does the school have any obligation with respect to eliminating or preventing architectual barriers in public school buildings?

Yes. The Federal Architectural Barriers Act of 1968 requires that buildings and facilities financed in whole or in part with federal funds (as most schools are) meet certain accessibility standards.

Also, Section 504 of the Rehabilitation Act of 1973 prohibits federal recipients, i.e., public schools, from discriminating on account of handicap. Therefore, barriers which deny a child's access to a public education would be prohibited under this section. Additionally, every state and many localities have enacted legislation requiring barrier free design in facilities built with public funds. An inaccessible facility built after the effective date of such provisions would be subject to its sanctions.

What can I do if my child is denied placement because the school is not barrier free?

The failure to place a child in the most appropriate program solely because the school district failed to plan for accessibility in the construction of its building is a disgrace. It is the type of indignity which should be vigorously contested.

Complaints concerning the inaccessibility of any public school facility may be in the form of a letter which should be sent to:

The Office of Civil Rights
Room 3460-N
Department of Health, Education and Welfare
340 Independence Avenue, SW
Washington, D.C. 20201

Bureau of Education for the Handicapped
U.S. Office of Education
7th and D Street, SW
Washington, D.C.20202

Update*

Who must bear the cost if my child is placed in a private educational setting by a public agency based on the child's IEP?

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*"Update," Amicus, Special Report, July, 1977.

If you child is placed in a public or private residential school or facility by a public agency, in order to provide him with special education and services, the agency must bear the program cost, including room and board and non-medical care.

What responsibility does the local educational agency have toward my child if I place him in a private school?

Even if you place your child in a private school, the local educational agency must still provide genuine opportunities to participate in special education and related services not available at the private school. Should you decide to take advantage of these opportunities, the local educational agency must provide education and services comparable to those provided to handicapped children in public schools, and must also supervise the administration of these services.

Who will evaluate my child to assess his needs? Where can I obtain an independent evaluation?

All evaluations must be done by a multidisciplinary team including at least one teacher or specialist in the area of the suspected disability. Should you desire an independent evaluation, the public school must, upon your request, tell where such an evaluation can be obtained.

Must I accept my child's special education placement?

Your child must be placed as close to your home as possible. You have a right to object to your child's educational placement *solely* on the basis of distance.

What information must be given in a meeting notice? What rights do I have at the first IEP meeting?

When you are given notice of a meeting regarding your child's services, the notice must include the purpose of the meeting, and those persons who will attend as well as the date and time. When an IEP meeting is held and your child has been evaluated for the first time, a member of the evaluation team must be present, or a teacher (or other person) who is familiar with your child, the evaluation procedures, and the results of the evaluation.

What are my rights with respect to my child's school records?

You have the right to inspect your child's education records prior to any meeting or hearing relating to the identification, evaluation or placement of your child. You also have the right to have your representative inspect your child's education records. Personally identifiable information no longer needed by the school must be destroyed at your request.

COMPONENT II

OBJECTIVE 3

What Does it Take to Make a Law Work?*
Suggestions for Parents

"Laws are great--but from experience, do you know what it takes to carry them out? . . . If you have a system that is willing to help, then you will never have a case of parents versus the school, but when you have hostile administrators and principals . . . that is a different story. From my own experience, it takes dollars, frustration and time--which in a child's life is a scarce and precious thing."

This letter came from a mother who is fighting hard for good schooling for her daughter. It is only one of many letters received by *Closer Look* which pour out of stories of unresponsiveness and delay.

The fact is that the passage of new legislation will not bring about easy or quick changes. Due process, legal provisions for including parents in decisions about a child's education, won't add up to instant solutions to problems that have been around a long time. Change is going to take a lot of work.

Parents are struggling hard to win good school placement for children who in the past have been very poorly served, or totally neglected. They're waging pioneering battles--some of them ending in court--to stick up for what they know now is right. But it's a tough process. Parents still too often stand alone against a hard line of resistance, and often find only token efforts to help their children.

The hope of the new law lies in the possibility it offers that there *will* be a surge of progress in programs that can meet the complex learning needs of *all* children. But we're just now taking the first steps. Each of us has to help make the law work--for our own children, and for others. Administrators and special education are getting set for new practices. Parents must too.

How can parents get ready for this job? We have some ideas to offer--as a beginning. This is not a full-blown blueprint for action . . . but we hope you'll use it as a springboard for discussion, for planning and for *doing*.

Know the Law

You need to be fully informed about regulations covering the law. Parent organizations can be forums for learning the law--and the ways that parents can make sure it does what it was meant to do. Workshops, parent training sessions, problem clinics, role-playing--all can help sharpen parents' ability to implement the law by using it. (For a copy of P.L. 94-142, write to your Congressman, or order it from the Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402. 45 cents per copy.)

It is essential that you know what your state special education law says, too. Some states now mandate that educational services for a handicapped child start at birth. What age does your state start providing services? You need to know what specific steps to take to get the services you need; these vary from state to state--even from district to district. Parent groups can perform a big service by publicizing this kind of information on a mass scale. (Your State Department of Special Education will be able to help you by supplying information about federal and state legislation.)

Work with Other Parents

If you are not already a member of a consumer organization composed of parents or of handicapped persons, we urge you to join one. Your single voice is important--but the voices of people who have banded together are far more effective. Experienced parents can help others who may be just starting out. Find out if a coalition of consumer organizations exists in your area. Get in touch with them, go to their meetings, get involved. It will take a lot of united action to raise educational standards, to get funding for new programs, to eliminate barriers and to create a climate of acceptance.

Work with Professionals

Communication between parents and educators must be strengthened. Each group needs to learn the concerns and priorities of the other, to listen with respect and to share equally in the responsibility of making and carrying out decisions.

Knowing how to get across your point of view without arousing anger and resistance is an art--and worth practicing. If we don't try to find a scapegoat to blame, but really try to think together of what's best for a child, we can go a long way. This covers decisions made in different settings, all the way from conferences with teachers and principals to sitting on State Advisory Panels. The new law provides that these panels be set up on a statewide basis, with opportunities for consumers and parents to sit at the same table with professionals to thrash out problems.

Advisory groups can exert strong pressure--or they can be weak and ineffectual. It's important that experienced parents serve on these groups, talk up for needed service, and get strong backing from members of local chapters of parent and other advocacy organizations.

Use Your Right to Speak!

All plans written by state and local governments for providing special education services must be open for review and comment by consumers before they are adopted. These plans play a vital part in shaping services; parent groups can find out when they are available from state and local Departments of Education. Read and review these documents with care . . . and communicate your concerns. If there are glaring needs that you feel are not being filled, say so.

Stop Pleading. Education Is a Right!

Parents have lived so long with old, downgrading attitudes toward the handicapped that this change is hard to make (even though we may not be aware of it). Many have come to expect discriminatory practices. The laws now say they must end. *Every handicapped child has the right to an educational program that fits his special needs, the same right as any other child to learn.* Parents should settle for no less.

Learn How to Take Part in Planning Conferences

The heart of the new special education law lies in the provision for individual educational planning to meet the unique needs of each child. Parents, by law, must be included on the team that decides the *what, where* and *how* of plans designed to help their children learn.

For many parents, educational planning conferences may be the first time they've been at meetings with school officials and professionals--and they may feel unsure of themselves. It helps to remember that you, as a parent, have a unique understanding of your child--and a point of view that must be clearly heard. It takes a mix of ideas, sometimes real conflict, to come up with a plan that's worth trying. Nobody "knows it all."

If you don't understand what the professionals are saying, ask questions. (Don't be afraid to ask what you think may be a "dumb question." That's probably just the thing others want explained, too--but were too intimidated.) Be sure that jargon is translated into plain, understandable language.

Keep you own file about your child--including all the diagnostic information you've gathered, records of conferences, observations you've made about your child's behavior, needs, strengths and problems. Remember that you have a right to see your child's school records! All of this "homework" will help you when crucial decisions are being made.

The goal of team planning is to figure out the most appropriate services that can be brought together to help a child learn what he is ready to learn, the way he learns best. It's important that parents really are equal partners with educators in exchanging opinions and evaluating what is proposed. This takes preparation--and we hope that parent groups in every state will develop training programs for parents that get down to the nuts and bolts of conference-participation. *This also means training experienced parent advocates to accompany paents to team-planning meetings, when necessary.*

Remember: Don't Compromise--Insist on Full Evaluation and Clear Goals

Whatever tests are used, it's important to know about all facets of a child's development--including physical, motor, self-care, communication, social and emotional maturity. Parents should insist that evaluation is thorough--and be completely informed of the results.

Once again, if you don't understand what professionals are saying, ask questions. Your comprehension of diagnostic information will be one of your most valuable tools in your ability to judge the value of a program--and to stand up for an appropriate one (some parents take tape recorders to conferences to make sure of total recall).

Also, according to the new law, parents have the right to an independent evaluation of a child's problem by a professional of their own choosing. When educational goals are set, parents should know what they're all about. What changes in behavior are expected? How can parents and teachers work together to make them happen?

The old way was to put children into special education programs and forget about them. The law now requires that review take place at least once a year. But more than that--it's necessary to keep a dialogue between school and home going, to observe what's really happening with keenness and sensitivity, to talk over problems with teachers, and ask for changes in approaches when they seem to make sense.

Be an Active Citizen

Let your representatives--on local councils, in state legislatures, and in Congress know that tax dollars spent on special education services, mental health services and the other community services that are needed will, in the end, save even higher costs--and lives.

We hear from parents who say that the "deck is stacked" against them, that some hearing officers are really not impartial but are biased in favor of the status quo, that they, the parents, have stood alone in 15-hour sessions into the wee hours of the morning pleading for a fair chance for a child, that children are put into classrooms just because the space happens to exist--not because they fit children's needs.

We hear good things too, and we hope for more. Our hearts go out to the gutsy and lonely fighters for their courage, and hope that we're making headway into a day when the process of protest will hardly ever be needed. It's a huge job. There are still miles to go--but it was through consumer action and determination that we ever got this far in the first place.

The law is a great promise. It's up to all of us to make it a reality.

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[*] "What Does it Take to Make a Law Work?" *Closer Look*, National Information Center for the Handicapped (Washington, D.C.: Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, 1976-77).

COMPONENT II

OBJECTIVE 3

Ten Steps to Take When You are in Conflict with Your School System*

The right of parents to question actions or decisions of schools is clearly written into The Education for all Handicapped Children Act and regulations for Section 504 of the Rehabilitation Act. Both laws provide legal options for exercising your right to protest. But before you take legal steps, you want to use every available channel of communication with school representatives, to try to settle disputes through understanding and persuasion.

It is important to be aware of the people you can turn to for advice--and the key officials with whom you should discuss your problems. Here is a checklist you can use--to help you take constructive action when things seem to be going wrong. Remember: Your handicapped child has the right to a free, appropriate education. That right is guaranteed by law.

1. Talk to your child's classroom teacher and to other school people who are aware of your child's needs, such as the counselor, nurse, school psychologist or social worker. Naturally, not all of these people are involved in every situation. Discuss the problem you see with any and all of the staff members who do know your child, to see if adjustments or changes can be made through new understanding and effort.

2. If these first steps don't work, do be sure to find out who among these school people will be willing to help you go further. Is the teacher sympathetic to your needs? Will she stand by your request? Does the counselor have information that will help? Ask them if they will be willing to come to meetings with you later, or to supply letters or statements in support of your position.

3. Discuss your concerns with other professionals outside of school who know your child, such as your family doctor, pediatrician, psychologist, audiologist, neurologist or other specialists. Will they support your efforts to get new services for your child? Will they write letters, or come with you to important conferences to answer questions? Will they express their views on a tape recorder--for you to bring to the school?

4. Remember to keep notes of your conversations and a file of up-to-date records. This is invaluable.

5. Discuss your complaints with the school principal. Have a clear idea of your reasons for requesting a change in your child's program, and present your documentation. Be straightforward and self-assured. You are an equal in this and other school conferences. It's neither necessary nor productive to be aggressive or apologetic. Approach it as a situation in which both of you are seeking a solution to a problem.

6. Go directly to your district director of special education or director of pupil personnel services if the school is unable (or unwilling) to change its decisions. If no such staff positions exist in your district, contact the superintendent of schools. The superintendent is responsible for all school programs in the district, and must be involved if other officials are unresponsive. Again, your notes, records and other files should be in order. Use them. In all of these conferences, it is important to know what part of the federal and/or state law protects your child's rights.

   It probably will be necessary to have more than one meeting to settle things. When meetings are held, make clear that you would like to have other people present who know your child and are familiar with the problem. Ask to have them included so that the discussion will be as productive as possible. Many problems can be settled just this way.

7. Bring your complaint before the local school board if none of these approaches work. Increasingly, there are members of school boards who are deeply concerned about special education and they may be able to take action on your behalf. Even if their actions do not bring about immediate results that help your child, school board members can, in the long run, see to it that education programs are developed, that teachers are trained for new responsibilities, that schools are accessible and capable of meeting special needs of handicapped children.

8. Get in touch with your state director of special education. He or she should have information and advice you can use. State departments of education are responsible for carrying out the provisions of P.L. 94-142. Explain fully what you see as a violation of your child's right to free, appropriate education under the law. Find out what action they can take to help the situation.

9. States are required by P.L. 94-142 to appoint complaint officers to investigate problems and monitor the implementation of the law. Find out if your state department of education has appointed someone to fill this position. Contract this officer for further advice, clarification of your rights under law, and suggestions for action.

10. Find your allies! In addition to reaching and conferring with these key people, it is extremely important to get support from other well-informed and skilled allies. They include:

. Members of state and local chapters of parent and advocacy organizations, such as Association for Children with Learning Disabilities, Association for Retarded Citizens, National Association of the Deaf, United Cerebral Palsy--and groups representing other disabilities. More and more parents are now trained and ready to go with you to school meetings, help decide what to do next, how to present your case. If you have difficulty locating parent groups concerned about your child's handicap, write to *Closer Look*.

. Advocates with special knowledge about the rights of handicapped children and youth. The number of centers providing advice and assistance in obtaining appropriate school programs is growing. Parents don't necessarily need the aid of a lawyer, but they often do need someone who understands the law and the school bureaucracy thoroughly. Protection and Advocacy centers are set up in every state for children with developmental disabilities. Check also with area college and univeristy departments of special education. Write to *Closer Look* for other possible leads to local advocates.

. The people you have gathered as your own advisors can help counsel you about next steps if all your efforts to come to agreement break down. That's when you need to decide whether to call for a due process hearing before an impartial hearing office, as provided by Public Law 94-142, or to take other legal action. This is your right, and it may turn out to be necessary; but before you move into legal action be sure that you have done what you can to solve problems through the methods already outlined.

For helpful information about due process hearings, 504 complaint procedures, appeals and court actions write to the Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, D.C. 20036. Request a copy of this guide: "94-142 and 504: Numbers that Add up to Educational Rights for Handicapped Children" (Price $1.75).

Each state has specific steps for due process hearings and appeals. Write to your state department of education for information about state rules and regulations. Find out if a manual describing educational rights has been written for your state--and get a copy. Take time to study your alternatives and get all the help you can from other parents, teachers and advocates so that you can be as effective as possible in defending your child's rights.

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* "Ten Steps to Take When You Are in Conflict with Your School System," *Closer Look*. December, 1978. pp. 9-10

COMPONENT II

OBJECTIVE 3

Take Home Guide for Parents

I. *If Your Child Has Special Needs, Tell the School About it!*

____1. DO . . . Get in touch with your local superintendent of schools without delay if your child has a handicap and is not in school.

____2. DO . . . Find out about preschool services for handicapped children.

____3. DO . . . Make every effort to work with your child's classroom teacher(s) if your child is already in school, but is having problems.

____4. DO . . . Remember that you can ask for a re-evaluation even if your child is already placed in a special education program.

____5. DO . . . Put your request for an evaluation *in writing*--to the principal of your school or the superintendent.

____6. DO . . . Keep your own rights file. The file should contain: diagnostic test results and other professional reports, your own notations of attempts by you or your child's teacher to solve problems, reports from teachers about your child, copies of letters to and from school officials.

II. *What Should You Know About Testing and Evaluation?*

____1. DO . . . Be sure that the evaluation of your child is complete . . . that it does not consist only of a single test aimed at pinning an IQ score or any other label on him or her . . . but is a well-rounded stock-taking by a team of specialists that tells how your child is doing in all areas of his or her intellectual, physical, and emotional development.

____2. DO . . . Make sure your child has a complete physical examination.

____3. DO . . . Remember--calling a child handicapped by this or that condition does not tell us about his or her potential, how he or she learns best, what he or she can do.

____4. DO . . . Talk about your own observations of your child's behavior, strengths, and weaknesses to members of the evaluation team, to a guidance counselor, or social worker.

____5. DO . . . Ask what tests will be given to your child, and why.

____6. DO . . . Be sure that testing does not discriminate in any way. Tests must be given in the language that the child knows best.

____7. DO . . . Insist that the results of testing and evaluation be explained to you in clear, understandable terms and that you have copies for your own file.

III. *Get Ready for Meetings to Decide What's Best for Your Child*

____1. DO . . . Be sure to attend all meetings held to plan or check into your child's individualized educational plan (IEP).

____2. DO . . . Prepare as well as you can for the school meeting that will design your child's educational program. Have your child's file ready.

____3. DO . . . Bring along a helper to the IEP meeting, if you will feel more comfortable or secure.

____4. DO . . . Be as clear as possible in your own mind about what kind of things you believe your child is ready to learn. Make a checklist of key items: "Does your child need help with self-care skills?" "Is your teenager getting pre-vocational or job-skill training?"

____5. DO . . . Be able to back up your requests for special kinds of help with diagnostic reports, observations and other information from professionals who know your child.

____6. DO . . . Remember--diagnostic reports, important as they are, are not infallible. They don't say *all* there is to be said about a child.

____7. DO . . . Be wary of any suggestion to place your child (or leave him or her) in a classroom that has a label. The program your child gets should be built on services that relate to strengths and abilities, special problems and learning needs . . . not to his or her category of disability.

____8. DO . . . Try to understand the issue of "mainstreaming" as fully as possible. The law is based on the right of handicapped children to be part of the world, to learn, to work and play alongside their non-handicapped schoolmates.

____9. DO . . . Take some time to think about how to be assertive without "taking over" or antagonizing people.

____10. DO . . . Make sure that your child is not excluded from participating in a regular school program because of architectural barriers.

IV. *Study the Final IEP Before Giving Your Consent--and Insist on Essential Services*

____1. DO . . . Have a very complete understanding of the IEP that is produced. Check the whole plan carefully--with people who can advise you.

____2. DO . . . Make sure that appropriate career education is in your son or daughter's IEP. Insist that work-skill training, on-the-job experience, and other skills related to independent living are built into the school program provided for your child--as needed.

____3. DO . . . Be firm about things you consider important. Your handicapped child should be included in as many of the school's programs as possible.

V. *Follow Your Child's Program and Make Sure It's Working*

____1. DO . . . Get to know the teacher, once your child is placed. Regular conferences are important.

____2. DO . . . Help teachers and other people in school learn more about handicaps.

____3. DO . . . Make sure that a formal evaluation of your child's program takes place every year.

____4. DO . . . Listen to your child, respect what he or she is saying. You need to know his or her reaction to school work, to teacher, to classmates.

COMPONENT II

OBJECTIVE 3

Planning Your Child's Education: You Belong on the Team!*
Do's and Don'ts for Parents

Laws can seem terribly formidable. It's hard to feel that they really apply to one's own son or daughter. When it comes to figuring out what they mean, our tendency is to leave it all to the "experts."

But we can't. Laws belong to us. You don't have to be a lawyer to understand a law--or to use it to change your life and your child's life.

The following *Do's* and *Don'ts* can help you use specific parts of The Education for All Handicapped Children Act which give parents new rights. Each of those parts relates to the ultimate goal of the law: to provide free and appropriate education services for every handicapped child. Each part interconnects with the others like pieces in a puzzle. These important pieces--*testing and evalution, individualized education programs (IEPs) and due process*--need you, the parent, to be sure they fit together . . . and work.

None of these procedures is going to work perfectly. There are bugs in every system, and loopholes. Getting appropriate services is still going to be hard work. We hope these pointers will strengthen you hand. Not every one will apply to you; find what fits your situation, and make use of it. Good luck!

If Your Child Has Special Needs, Tell the School About It!

DO . . . Get in touch with your local superintendent of schools without delay if your child has a handicap and is not in school. Your school system is obligated to find all children with disabilities. According to law, no child may be excluded from school because of a handicap. Ask that your child be given an evaluation to find out what kind of program he should have.

The school must take a careful and thorough look at any child who may need special services--by providing a comprehensive evaluation. *Once a child is found eligible for special education, the school must arrange to provide appropriate services; a meeting to prepare an individualized education program must be held within 30 days.*

Don't forget: all this applies not only to young children, but also to high school age youth with physical, mental and emotional disabilities. They are too often a forgotten population!

DO . . . Find out about preschool services for handicapped children. A great many state laws now call for special programs starting at age three, at least for certain specific disabilities. The principal of your local school (or the district superintendent) can tell you more about available programs. P.L. 94-142 provides incentives for education of children with handicaps between ages 3 and 5, and programs are growing.

DO . . . Make every effort to work with your child's classroom teacher if your child is already in school, but is having problems. There may be some discoveries you and the teacher can make together--things that can be done *right now*, during school hours or after, that can help your child. It will take thought, insight, willingness to try out suggested new activities that can add to a brighter outlook for your youngster. Some preliminary screening may be done, too, to see if more specialized help is needed at the present time. If problems persist, don't let things slide. If you suspect that your child does have a disability do go ahead with procedures for getting an evaluation. (Your child's teacher, counselor or principal may carry the ball on this. If not, act on your own.)

DO . . . Remember that you can ask for a re-evaluation even if your child is already placed in a special education program. This is especially important if you feel the placement was based on old, inaccurate or incomplete tests--or if you are dissatisfied with the program. Also, it is important to keep track of a child's needs to make sure that his program continues to be really appropriate, to see if he is ready for a change, or whether his program can be improved.

DO . . . Put your request for an evaluation in *writing*--to the principal of your school or the superintendent. Keep copies of the correspondence. If vital information is discussed on the phone, write a letter confirming the gist of the conversation. Don't trust important matters (like the date, time and place of an evaluation, or what professionals are in charge of testing your child) to memory.

Due Process comes in here. *You must receive a written notice from your school system asking your permission to test your child (even if you have requested the evaluation). An explanation of all your rights should be included, including your right to inspect and review all relevant school records about your child.*

Your must also get a notice in writing if the school turns down your request for evaluation, explaining why. If you can't get an explanation that satisfies you, and you wish to protest this decision, you can request a due process hearing at this point.

DO . . . Keep your own rights file! Use it to document any steps you take to find appropriate education and related services for your child--from the "suspicion of need" stage on up. The file should include:

diagnostic test results and other professional reports, your own notations of attempts by you or you child's teacher to solve problems, reports from teachers about your child, copies of letters to and from school officials. Keep copies of state and federal laws and procedures for education of handicapped children and other relevant information. You'll need all this--to keep track of your child's progress, and to stand up for his rights if the school fails to provide an adequate program.

What Should You Know About Testing and Evaluation?

DO . . . Be sure that the evaluation of your child is complete . . . that it does not consist only of a single test aimed at pinning an IQ score or any other label on him . . . but is a well-rounded stock-taking by a team of specialists that tells how your child is doing in all areas of his intellectual, physical and emotional development. This is the only way an appropriate education program can be provided. Information may be gathered in different ways . . . by talking to people who know your child (including doctors or other professionals), by conferring with classroom teachers, by meeting with you, by observing your child and giving him some tests.

DO . . . Make sure your child has a complete physical examination. This is a must. A child who is thought to be retarded may actually have a visual impairment that has never been discovered. Other difficulties may be caused by hidden physical conditions.

DO . . . Remember--calling a child handicapped by this or that condition does not tell us about his potential, how he learns best, what he can do.

DO . . . Talk about your own observations of your child's behavior, strengths and weaknesses to members of the evaluation team--to a guidance counselor, or social worker or school nurse. People who do the evaluating must know how a child acts and reacts with different people, in different settings, at different times . . . in school, on the playground, in his own neighborhood. Your first-hand, round-the-clock knowledge of your child is important information, and should be part of the assessment of your child's needs.

DO . . . Ask what tests will be given to your child, and why. When you sign your name giving permission to have your child tested, make your signature count. Find out what information these tests will yield that can help you and the school know how your child learns, what skills should be strengthened or developed, what problems he has to deal with, what special help he needs. Inform yourself as fully as possible about what these tests are expected to do--before giving your consent to have your child tested. (Tests may be a big mystery area for you, as they are for most people. How about making a study of testing and evaluation through your local parent group or PTA?)

DO . . . Be sure that testing does not discriminate in any way. If a child speaks Spanish, or any language other than English, tests must be given in the language he knows best. Children who have grown up in minority cultures should not be judged by answers to questions about a world that is totally strange to them. Children who are deaf must have interpreters; all testing must take the nature of handicaps into consideration, so that the picture of a child's ability is a truly fair one.

DO . . . Insist that the results of testing and evaluation be explained to you in clear, jargon-free terms, and that you have copies for your own file.

Due process comes in here.

If you do not feel that the school's evaluation is fair or accurate, you are permitted by law to get an independent evaluation from other professionals. But--you may end up paying for it. The school system can ask for a due process hearing when its evaluation is challenged, to decide whether or not an outside evaluation is necessary. If the ruling is in the school's favor, the school does not have to pay. If you do get an independent evaluation (whether or not the school pays for it) it must be considered in decisions about placing your child--and it may be used as evidence in due process hearing.

Testing will not necessarily mean that your child will be found eligible for special education. If you feel that the school's decision is wrong on this score, you can request a due process hearing at this point.

Get Ready for Meetings to Decide What's Best for Your Child

DO . . . Be sure to attend all meetings held to plan or check into your child's individualized education program (IEP). The law states clearly that an IEP team *must* include one or both parents, the child's teachers and a representative of the school system. (Sometimes, one or more other specialists may be there, too. If this is the first time you child will get special services, someone who was involved in testing your child must be present.) Schools are expected to make every effort to get in touch with parents to make sure that they come to IEP meetings--and to arrange times that they can come.

IEPs must be prepared for every child who is eligible for special education. If no individualized education program has been drawn up for your child, check into it. This programming is the key to getting appropriate services.

DO . . . Prepare as well as you can for the school meeting that will design your child's educational program. Have your child's file ready, with information easily available on all testing and evaluation that has been done--by the school, or privately. Use your right to go through school records to be sure they are accurate and up-to-date. This meeting must be based on a recent and comprehensive evaluation, so check to be absolutely sure this has happened.

DO . . . Bring along a helper to the IEP meeting, if you will feel more comfortable or secure. More and more people are getting special training to act as advocates for parents in these new and unfamiliar circumstances. Your helper can rehease with you ahead of time, explain what will go on and how decisions about the IEP will be reached. Ask members of your local parent organization if they are aware of this kind of help. If you can't find someone trained as an advocate, try to get assistance from another parent who has been through it. Experience is a great teacher, and you can benefit from it.

DO . . . Be as clear as possible in your own mind about what kind of things you believe your child is ready to learn. Talk these over with professionals you trust, and rely on your own knowledge of your child, too. Make a checklist of key items. Does your son need to learn to sit still and listen, instead of interrupting constantly or making inappropriate comments? Does your daughter need to learn how to speak distinctly? Does she need help with self-care skills? If your teenager getting pre-vocational or job-skill training?

DO . . . Be able to back up your requests for special kinds of help with diagnostic reports, observations and other information from professionals who know your child. If you wish, you may ask to have professionals accompany you to support your point of view. This is your right according to law.

DO . . . Remember--diagnostic reports, important as they are, are not infallible. They don't say *all* there is to be said about a child. Your most important job is to make sure that the others at the conference never forget that you're talking about a real child--not scores attained on a series of psychological tests. Bring up all the real-life information you feel is relevant to a discussion about your son or daughter's educational needs. In the past, there was far too much tendency to rely on reports and records, not to look at the child himself. This is your chance to push for this change in perspective.

DO . . . Be wary ofany suggestion to place your child (or leave him) in a classroom that has a label. The old approach was to give children "trainable retarded education" or "blind education" or "physically handicapped education" which more often than not meant inferior education, or none at all. That's what the new law is supposed to stop. The program your child gets should be built on services that relate to strengths and abilities, special problems and learning needs . . . not to his category of disability. If you don't agree that this is what the program does, speak up for your point of view--and make sure that changes are made.

DO . . . Try to understand the issue of "mainstreaming" as fully as possible. The law is based on the right of handicapped children to be part of the world, to learn, work and play alongside their non-handicapped schoolmates. The law's words for it are: educating children in the "least restrictive environment." Somebody coined the word "mainstreaming" to describe this view and the term stuck. Whatever words you use, it makes a big difference in the image that children have of themselves, their confidence and their ability to get along as accepted members of society. This doesn't mean that *every* handicapped child belongs in a regular class. But he *should* be given that chance; with sufficient aid and understanding, he can hold his own. And if a child spends all day in a separate class because his need for small classes is so great, he should be given every possible opportunity to join his peers in other school activities. This is an essential part of his education.

DO . . . Take some time to think about how to be assertive without "taking over" or antagonizing people. Meetings about a child's school needs are not intended to be hostile confrontations; they should provide the chance for honest examination of alternatives. One way to keep it successful is to realize you *do* have an essential role to play as an equal-status member of the team--along with educators. Keep calm, listen to what the others have to say, and ask them to extend the same courtesy to you. Your points of view may be new to each other, and you may disagree, but you can learn from one another. If everyone is truly concerned about giving a child the chance he needs to grow and learn, it should be possible to iron out disagreements through persuasion and mutual understanding.

DO . . . Make sure that your child is not excluded from participating in a regular school program because of architectural barriers. This is against the law. Section 504 states very clearly that school facilities must be made accessible and that special adaptations must be made so that services are really available to all students.

Study the Final IEP Before Giving Your Consent--and Insist on Essential Services

DO . . . Have a very complete understanding of the IEP that is produced. A copy of the final IEP should be given to you in writing. Make sure that the education goals that are agreed on are specific and that they accurately reflect decisions that were made at the meeting.

An IEP should not contain general goals, like: "Maximize child's potential," but should include clear-cut objectives that can be measured. One objective, for instance, could be: to be able to identify a specific number of words by sight within a certain period of time. Long term goals such as reading at a first grade level should be included, too--so you know where you're going.

An IEP should also say how much time a child is to spend in the mainstream, either in regular classes or extra-curricular activities. Services to be given should be clearly defined. For instance, if speech therapy is in the IEP, how often will it take place? What kinds of activities will it include? When will it start? How long will it go on? How will progress be charted? If other supportive services, such as transportation or hearing aids are needed, this should be in writing, too.

Check the whole thing carefully--with people who can advise you. The better you know and understand the IEP, the better you will be able to follow your child's progress, monitor the program to see if it is effective, and ask for changes or modifications when necessary.

DO . . . Make sure that appropriate vocational education is in your son or daughter's IEP. This has been a terribly neglected area; insist that work-skill training, on-the-job experience and other skills related to independent living are built into the school program provided for your teenager--as needed. There may not even be a vocational education program for handicapped students in your school system. (You may have to work hard with administrators and teachers to get one started. But speaking up about the need, making sure it's in the IEP, is the first step.)

DO . . . Be firm about things you consider important. Although you don't want to be so rigid that no possible plan could ever get off the ground, you are the main protector of your child's interests. If the proposed program segregates your child in a separate classroom all day, and you are convinced that he should have the chance to make it in a regular school activity (at least part of the day), stick to your guns. If a specific classroom or school has been recommended, visit it--to see if it really meets your child's needs. Art, music, school plays, gym, shop are part of the school day for other kids. Your handicapped child should be included. This will require modifications in the way programs are offered--but it can be done!

Due process comes in here. *Parents must give their consent to placement of their child. If you feel that an essential part of the program is omitted, is harmful to your child, or is truly inappropriate, you should make your objections known. If the school system is not able to provide the kind of educational program your child must have, it is responsible, by law, for financing an appropriate education in a private facility. This can be a difficult bone of contention, and requires detailed evidence. In all controversies, you must put together documents, reports, letters and other statements (from teachers, doctors, and other specialists who know your child) to support your view. If possible, meet with the school members of the IEP team again to present your side. If you reach a dead end and are unable to convince school officials to change the program or placement, then ask for a due process hearing at this point. While controversial issues are being decided, children must be permitted to reamin in their present school setting.*

Follow Your Child's Program and Make Sure It's Working

DO . . . Get to know the teacher, once your child is placed. Ask when he or she would like to meet with you. Regular conferences are important--to find out how your child is doing, to bring up questions you have, to discuss any possible new efforts at school or at home. A good, trusting relationship between you and the teacher can catch a lot of problems before they get too big to manage.

DO . . . Help teachers and other people in school learn more about handicaps. You can help overcome feelings of fear and pity that come from lack of experience. Share books and articles. If possible, arrange for your teacher to visit with your son or daughter before school starts (or after school some day) so he or she has a chance to get a feeling for your child's personal qualities. (The extra boost to their relationship will help them both survive later problems--if they arise.) Offer to talk to other parents in the class--so they in turn can help their children accept and understand differences . . . and make friends. You want your child to become independent--but it won't help him to have to deal with unnecessary fear or aggression based on ignorance.

DO . . . Make sure that a formal evaluation of your child's program takes place every year . . . at the very least. If you stay in close touch with the classroom teacher (and other specialists who work with your child), you'll be able to know if changes should take place sooner--and will certainly be able to play a more meaningful part in planning next steps. Making sure that a program continues to be appropriate requires vigilant checking and rechecking . . . to see if school placement is actually encouraging a child's growth.

DO . . . Listen to your child, respect what he's saying. You need to know his reaction to schoolwork, to teachers, to classmates. He may need help getting "toughened up" in the real school world. If you are worried about how things are going . . . again, talk to the teacher, or the school counselor or principal, for advice and suggestions. Keep all your lines of communication open.

But Please . . .

DON'T . . . let other people plan for you. If, for instance, you have reason to think that school people met "behind the scenes" to agree on the IEP, effectively keeping you out of the act, you have grounds to complain loudly. Some school administrators have had nothing but difficult experiences with parents and they freeze at the thought of working with them. (It works the other way around, too. You may have had so many frustrating or intimidating experiences that you don't want to try again. Please do.) You and the school can work together. Don't let the potential for a new creative process die by default.

DON'T . . . settle for poor or inadequate services. If you find that your child's problems are ignored, that special resource teachers or educational materials don't exist, that your child is deprived of assistance he needs to adjust to a mainstream classroom in which he has been placed . . . take action. Demand changes in keeping with the promise of an appropriate program.

Due process comes in here. *If your efforts to work with your child's teacher, principal or school administrators fail, you have a right to request a due process hearing at this point in order to protest your child's placement.*

DON'T . . . let your self feel put down at the meetings held to discuss, plan or evaluate your child's program. It may sound scary at first but it really doesn't have to be. When professionals use language you don't understand, feel free to ask for explanations. Remember that you are all there for the same purpose: to work out what's best for your child . . . to pinpoint his needs and to make decisions on what resources, services and special programs he needs in order to learn. You can make a valuable contribution by raising questions when ideas and recommendations don't seem to make sense.

DON'T . . . forget that, no matter how important every education service provided to your child may be, he is a young, responsive, growing individual, with human needs to laugh, play, make friends--not a composite of diagnosed needs. The brightness of social success means as much as academic progress (sometimes, it can mean even more). This side of life can be overlooked in conscientious efforts to improve learning skills. Your handicapped child is a person--and the purpose of these efforts is to help him use his own strengths to become the most fulfilled person he can be. That's why it's so important to give each kid as much chance as possible to join the mainstream and to be a part of the fun activities of school.

DON'T . . . try to do this all alone. Join with other parents in an organization for handicapped individuals, or the PTA, to learn all you can about new federal and state laws, the way your own school system works, how to stick up for your rights. There's so much to do! You're not the only one who needs help. Find your allies--and work together. If teaching programs for handicapped children are below standard, and none of your efforts to bring about improvement have worked, you will be far more effective if you become part of an organized group. You can add strength to a broader effort to implement and strengthen existing laws, to push for increased funding by state legislatures, to awaken the rest of the community to the rights of handicapped children.

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*"Planning Your Child's Education: You Belong on the Team! Do's and Don'ts for Parents," Closer Look, Fall, 1977, pp. 4-8.

STRATEGIES FOR SUCCESSFUL TEACHING

(Handout)

1. Developing new behaviors. Behavior followed by a rewarding experience is more likely to occur again. When a child completes a task successfully, a reward is given immediately. Rewards/reinforcers can be edible (small portions of food), special privileges, or verbal praise. Whatever reinforcement you choose, it must be something the child enjoys to insure the skill will be done correctly again.

2. Reducing a behavior. No reward following a behavior will tend to decrease that behavior. If we wish to reduce an undesirable behavior, we should attempt to remove what has been serving as a reward. One of the first steps to take is ignoring that behavior and concentrating on rewarding positive behaviors.

3. Maxmimizing success. Learning occurs most rapidly when a child has the greatest number of opportunities to perform correctly. This means we should attempt to divide a task into steps we are reasonably sure can be accomplished.

4. Feedback. It is important that whenever a behavior or skill is performed correctly, or progress is made in the right direction, that the child be told of his or her acceptable performance. Feedback is also essential if a child is performing incorrectly. Close supervision and immediate feedback insure that learning is taking place.

5. Modeling/Demonstration. Whenever a new skill or behavior is to be learned, ask the child to watch the task being performed to completion. In modeling, verbal instructions and imitation are used together to insure success.

CONSIDERATIONS FOR GOAL SETTING PRIORITIES

(Handout)

1. What Skills Has My Child Aready Acquired?

2. Is the Goal Appropriate for My Child's Age and Maturity Level?

3. Does My Child Have the Necessary Academic Functioning to Attempt the Goal?

4. Which Goals Will My Child Benefit from at This Point in His or Her Career Education?

5. Which Skills Has My Child Mastered at a Partial-Mastery Level?

6. Which Skills Can I, as a Parent, Teach or Model Most Easily?

HELPFUL TEACHING HINTS

(Handout)

1. Choose realistic tasks that the child will find value in learning.
2. Use short tasks at first so that emphasis is on completion and success.
3. Acceptable work for the child must be produced before he or she is excused or reinforced. Work with your child to set up criteria which are fair.
4. Be alert to work which is too difficult or too long. Emphasize successful completion in small steps.
5. As proficiency increases, increase the difficulty of the task to ensure keeping your child's interest.
6. Don't hesitate to cut tasks that are too long, but redefine limits immediately if you do.

TEACHING PLAN SHEET

(Handout)

I. **Observations**: (What skills can your child do well or with partial mastery? Determine the appropriateness of your child's behavor)

II. Specific Skills you Want to Teach or Behavior you Want to Change:

III. Describe Acceptable Performance Level of Skill or Behavior:

IV. Plan a Teaching Strategy: (What will you teach first and how?)

V. Rewards/Reinforcers: (How will you show your child that his or her performance was acceptable?)

VI. Evaluation: (How did the lesson go? What would you change?)

STEPS TO TAKE IN TEACHING A SKILL OR CHANGING A BEHAVIOR

(Handout)

1. Observe your child carefully. Note the skills he or she can do well or with partial mastery. Determine the appropriateness of your child's behavior.

2. Decide which specific skills you want to teach or which behavior you want to change.

3. Describe in writing, what the acceptable behavior or level of skill development will be.

4. Plan a Strategy of intervention.
    a. If appropriate, discuss the desired skill to be learned or behavior to be changed with your child.
    b. Provide the opportunity, setting, and materials for your child to practice the skill or desired behavior.
    c. Give immediate positive reinforcement for correct performance of skill or behavior.
    d. Allow ample opportunities for child to practice the new behavior or skill.

5. Choose reinforcers to reward acceptable performance.

6. Evaluate by continuing to observe your child to determine whether he or she has achieved and maintains the stated level of acceptable performance.

Remember if one method or technique of teaching does not seem to be effective with your child, there are many others to try. The important thing is to keep trying until you find a successful method and a reward that is reinforcing to the child. The correct performance of a task or a behavior followed by something reinforcing will insure repeated success.

TUTOR TRAINING TRIAD (TTT)*

The tutor training triad (TTT) is designed to give tutors in training the opportunity to be critiqued while they are in role playing situations.

The three roles in the triad are:

1. The Tutor. The person who is teaching a concept to the tutee. A form, Tutor Report Form, is provided for the tutor to do a self-evaluation following the session.

2. The Tutee. The person who is receiving the instruction from the tutor. A form, Tutee Observation Report, is provided for the tutee to give feedback to the tutor.

3. The Observer. An observer helps the tutor learn the skills more quickly. Generally the observers will give informational feedback to both of the other members of the triad on how they interacted during their role playing. The observer will usually concentrate on giving useful data to the two others while refraining from making unsupported value judgments. A form, Observer Report Form, is provided for use by the observer.

Practicum

A. Select the role you are going to play first in the triad (tutor, tutee, or observer). As the tutee, there are numerous roles you can play. Some examples are:

   1. A young child who has not mastered the basic addition or subtraction facts, and cannot remember them.
   2. An adolescent who needs help in reading for comprehension.
   3. A child who needs help in learning self-help skills, e.g., tying shoes.

B. The role playing situation should continue for approximately fifteen to twenty minutes. Limiting the role playing to this time will allow the observer to focus his or her feedback to the role players. After the role playing is completed, each member of the triad will respond in writing to the question on the appropriate report form. Thus, when you finish each activity you will have all three report forms completed.

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*Stanley F. Vasa, "Tutor Training Triad (TTT)" (Lincoln, Nebraska: University of Nebraska). (Mimeographed.)

C. After members of the triad have answered the questions on the report forms in writing, the verbal feedback begins. The observer talks the first few minutes before the other members of the triad give their reactions. The objective of the discussion is to give the tutor honest feedback that will enable him or her to effectively use the strategy when he or she works with a "real" tutee.

D. Each triad should work through at least two or three experiences with each role. The repetition of the activities will allow the tutors the opportunity to practice the suggestions given to them.

OBSERVER REPORT FORM

Name of Observer: ______________________ Date: _______________

Name of Tutor: ______________________ Topic/ Unit: _______________

Name of Tutee: ______________________

The following list of questions is intended as a checklist by an observer. The observer is encouraged to answer each question carefully after a tutoring session has been completed. A rating scale of 1-5 is to be utilized with five (5) being highly developed and one (1) to represent totally absent.

____1. Did the tutor establish rapport with the student?

____2. Did the tutor have the materials ready?

____3. Did the tutor reinforce the student appropriately?

____4. Did the tutor provide support but still remain objective? e.g., did not give answer to child.

____5. Was the tutor able to adjust to environmental/student changes?

____6. Where did the tutor position herself/himself in relationship to the child?

____7. Did the tutor maintain control of the instructional situation?

____8. Did the tutor maintain accurate records of the student's performance?

____9. Did the tutor give clear, concise instructions to the tutee?

General Comments

PARENT/TEACHER REPORT FORM

The following list of questions is intended as a checklist by the parent/teacher. The parent/teacher is encouraged to answer each question carefully after a teaching session has been completed. A rating scale of 1-5 is to be utilized with five (5) being highly developed and one (1) to represent totally absent.

____1. Did you feel you have the knowledge of the tutee's ability to tutor him/her?

____2. Did you feel you had the training to carry out the instructions?

____3. Did you feel that the tutee was motivated to do his/her best work?

____4. Did you feel comfortable in the tutoring situation?

General Comments

TUTEE OBSERVATION REPORT

The following list of questions is intended as a checklist by the tutee to assist the tutor in improving his/her skills. The tutee is encouraged to answer each question carefully after the tutoring session has been completed. A rating scale of 1-5 is to be utilized with five (5) being highly developed and one (1) to represent totally absent.

____1. Did the tutor establish rapport with you?

____2. Were the instructions given to you in a clear, concise manner?

____3. Did you feel that the tutor was prepared?

____4. Did you feel that the tutor was interested in your learning?

____5. Did the tutor provide you with feedback on your progress?

____6. Did the tutor make you feel uncomfortable?

____7. Did the tutor emphasize your strengths rather than your weaknesses and failures?

General Comments

INFORMATION/ADDRESS LIST FOR LEGAL RIGHTS OF THE HANDICAPPED

1. For Social Security Benefits information contact your local Social Security Office.

2. Small Business Administration, regional or local office. (Washington, D.C. office: 1030 15th Street, N.W., Washington, D.C. 30417).

3. For Tax Benefits contact: The Internal Revenue District Office.

4. For further information on Civil Rights for the Handicapped contact: The Office of Civil Rights, Department of Health, Education and Welfare, The Office of New Programs, 330 Independence Avenue, S.W., Washington, D.C. 20201.

   For a copy of the law refer to: U.S. Code, Title 29, Section 794 (Public Law 93-112, Section 504: Rehabilitation Act of 1973).

5. A Handbook on the Legal Rights of Handicapped People. President's Committee on Employment of the Handicapped, Washington, D.C. 20201.

6. Employment Service.

7. For rights in general contact Closer Look, Box 1492, Washington, D.C. 20013.

8. U.S. Office of Civil Rights, Room 3460 N, Department of HEW, 330 Independence Avenue, S.W., Washington, D.C. 20201.

9. National Center for Law and the Handicapped, 1235 North Eddy, South Bend, Indiana 46617.

10. Bureau of Education for the Handicapped, USOE, 7th and D Street, S.W., Washington, D.C. 20202.

11. State Special Education Department.

12. Local or parent advocacy groups.

13. Ask your child's school.

TYPICAL JOBS FOUND WITHIN OCCUPATIONAL CLUSTERS

Agriculture Occupations

Veterinarian
Entomologist
Ichthyologist
Geologist
Ecologist
Horticulturist
County agent
Conservationist
Game warden
Forest ranger
Farm manager
Feed lot manager
Feed mill operator
Farmer
Nurseryman
Landscaping artist
Agriculture technician
Farm implement salesman
Farm mechanic
Poultry producer
Beef or sheep producer
Dairyman
Florist
Gardener
Logger

Health Occupations

Psychiatrist
Medical doctor
Dentist
Opthalmologist
Pharmacist
Osteopath
Chiropractor
Optometrist
Hospital-nursing home administrator
Clinical psychologist
Registered nurse
Dietician
Physiotherapist
Dental hygienist
Dental assistant
Medical receptionist
Medical lab technologist
Optometric technician
X-ray technician
Surgical technologist
Practical nurse
Nurse's aide
Ambulance driver

Construction Occupations

Contractor
Surveyor
Tile finisher
Petroleum technician
Civil engineer
Estimator (job coordinator)
Construction draftsman
Cabinet maker
Carpenter
Building inspector
Bricklayer
Painter
Hod carrier
Cement finisher
Oil well logger
Sheetrock hanger

Hospitality Occupations

Restaurant manager
Hotel-motel manager
Resort manager
Airline flight attendant
Musician
Chef
Maitre d'hotel
Cook-baker
Pastryman
Hostess
Cashier
Waitress-waiters
Housekeepers
Kitchen aides
Maids
Custodians
Dishwashers

Metal Processing Occupations

- Mechanical engineer
- Metallurgical laboratory technician
- Aviation mechanic
- Tool and dye maker
- Industrial pipe-fitter
- Metal shop technician
- Industrial machinist
- Heating technician
- Machine repairman
- Plumber
- Sheet metal worker
- Welder

Office Occupations

- Accountant (CPA)
- Business manager
- Office manager
- Personnel manager
- Auditor
- Bookkeeper
- Computer programmer
- Keypunch operator
- Court reporter
- Technical secretary
- Legal secretary
- Medical secretary
- Calculating machine operator
- Secretary
- Stenographer
- Business machine operator
- Receptionist and PBX operator
- Duplicating machine operator
- Payroll clerk
- Switchboard operator
- Billing clerk
- Typist
- Clerical worker

QUESTIONS TO ASK WHEN CONSIDERING A JOB

1. Identify the job by title and location.
2. Describe "what, how, and why" the work is performed, and name the tools, equipment, materials, and supplies used in performing the job.
3. Define the skill requirements, and the necessary job knowledge, responsibility, and accuracy.
4. List the physical and environmental demands.
5. Determine the extent and kind of training needed.
6. Note the extent of supervision, both given and received.
7. Report the terms of employment, such as wages and hours, and list the tools and equipment the worker himself/herself must provide.
8. Specify the special conditions for employment, such as age, citizenship, license, and union membership.

STEPS FOR EFFECTIVE JOB/SKILL/INTEREST MATCHING

(Handout)

1. *Provide Early Practice in Decision Making*

2. *Independent Choosing of Hobbies and Activities*

3. *Make Decisions About Daily Living Experiences*

4. *Explore Jobs in Terms of Interest*

5. *Match "Job Necessary" Skills with Child's Skills*

6. *Provide Job Tryout Experience*